

Profile and Plan Essentials

School		AUN/Branch
Stonehurst Hills El Sch		125239452
Address 1		
7051 Ruskin Ln		
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		
Desmond Chisholm		
Principal Email		
dchisholm@upperdarbysd.org		
Principal Phone Number		Principal Extension
6106269111		6821
School Improvement Facilitator Name		School Improvement Facilitator Email
Ashwina Mosakowski		amosakowski@upperdarbysd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Chris Ellison	Teacher	Stonehurst	cellison@upperdarbysd.org
Catherine Harkin	Teacher	Stonehurst	charkin@upperdarbysd.org
Randy Berman	Teacher	Stonehurst	rberman@upperdarbysd.org
Ernest Patrick	Principal	Stonehurst	epatrick@upperdarbysd.org
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Morgan King	Teacher	Stonehurst	mAndrews@upperdarbysd.org
Mollie Copanzzi	Teacher	Stonehurst	mkorff@upperdarbysd.org
Melissa Auman	Parent	Stonehurst	
Lillian Young	Teacher	Stonehurst	lyoung@upperdarbysd.org
Amy Kraiza	Teacher	Stonehurst	akraiza@upperdarbysd.org

Vision for Learning

Vision for Learning

The vision of Stonehurst Hills Elementary School is to develop a culture of academic excellence, mutual respect, and accountability through rigorous instruction which will produce college and career-ready individuals. The Stonehurst Hills Elementary School will be an equitable learning environment that will incorporate sound educational philosophy and effective instructional practices that will set the tone for academic achievement. This is best accomplished through setting high expectations and working collaboratively toward the shared goal of academic and social-emotional growth and success.

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.

All Student Group Meets Interim Goal/Improvement Target in ELA
The percentage of black students who were proficient in ELA increased from 12.8% to 14.8%
The percentage of our English Language Learners who achieved proficiency or an advanced score on the PSSAs increased from 3.8% to 9.1 %
Black students went from 50% to 70% towards meeting growth expectations.

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 Did Not Meet Interim Goal/Improvement Target for proficient or advanced in ELA.
The percentage of English Language Learners who achieved proficiency or an advanced level decreased from 7.5% to 1.6%.
Overall, the percentage of advanced or proficient students decreased from 9.6% to 8.4%.
The percentage of economically disadvantaged students who were proficient or advanced decreased from 10% to 9%.
Economically disadvantaged students did not meet the interim target in English Language growth and attainment.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
MAP Growth Assessment	1st and 2nd-grade exceeded or met growth expectations on the ELA MAP assessment.
PSSA	On the PSSAs, the 5th-grade met growth expectations in ELA.

English Language Arts Summary

Strengths

1st-grade exceeded the growth expectation in ELA MAP assessment.
2nd-grade met the growth expectation on the ELA MAP assessment.
5th-grade met the growth expectation on the ELA PSSA assessment.

Challenges

The 4th-grade did not meet the growth expectation on the PSSA ELA assessment.
The 3rd-grade did not meet the growth expectation on the ELA MAP assessment
The 4th-grade did not meet the growth expectation on the ELA MAP assessment
The 5th-grade did not meet the growth expectation on the ELA MAP assessment

Mathematics

Data	Comments/Notable Observations
MAP Math Growth Assessment	Overall, all grades except the 3rd-grade met expected growth on the MAP Math assessment.
PSSA	On the PSSAs, 4th-grade met growth expectations in math.

Mathematics Summary

Strengths

1st, 2nd, 4th, and 5th grade all met expected growth on the math MAP assessment.
1st grade exceeded expected growth on the math MAP Assessment.
4th Grade met expected growth on the Math PSSA.

Challenges

The 3rd Grade did not meet expected growth on the math MAP assessment.
The 5th grade did not meet expected growth on the math PSSA assessment.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
CEW Standards	100% of all student groups have demonstrated meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards

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.

100% of all student groups demonstrated meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards
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Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

The percentage of students deemed chronically absent negatively impacts career readiness and our overall academic growth in math and ELA.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
MAP assessment	2nd, 3rd, 4th, and 5th-grade EL students met expected growth on the math MAP assessment. 5th-grade EL students met the expected growth standard on the MAP assessment.
PSSA	4th and 5th-grade EL students met the expected growth standard on the math PSSAs. Moreover, 2nd and 5th-grade EL students met the growth standard on the ELA PSSA
MAP assessment	Our 3rd and 4th-grade students did not meet expected growth on the ELA MAP assessment.

Students with Disabilities

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

Data	Comments/Notable Observations
MAP assessment	Our 4th-grade students with disabilities met the growth expectation on the math MAP assessment. Our 5th-grade students w/disabilities met the growth standard on the ELA MAP assessment.
PSSA	Our 4th-grade students with disabilities met the growth standard on the ELA PSSAs. Additionally, our 4th-grade students w/disabilities exceeded the growth standard on the math PSSAs.
MAP Assessment	Our 3rd and 4th-grade students w/disabilities did not meet the growth expectations on the ELA MAP assessment.

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
Black	Our 1st, 2nd, and 4th-grade students met expected growth on the math MAP assessment. Additionally, our 1st and 2nd grade black students eith excedded or met the growth standard on the ELA MAP assessment.

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.

2nd, 3rd, 4th, and 5th-grade EL students met expected growth on the math MAP assessment. 5th-grade EL students met the expected growth standard on the MAP assessment.
Our 4th-grade students with disabilities met the growth standard on the ELA PSSAs. Additionally, our 4th-grade students w/disabilities exceeded the growth standard on the math PSSAs.
Our 4th-grade students with disabilities met the growth expectation on the math MAP assessment. Our 5th-grade students w/disabilities met the growth standard on the ELA MAP assessment.
Our 4th-grade students with disabilities met the growth standard on the ELA PSSAs. Additionally, our 4th-grade students w/disabilities exceeded the growth standard on the math PSSAs.

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.

Our 3rd and 4th-grade EL students did not meet expected growth on the ELA MAP assessment.
Our 3rd and 4th-grade students w/disabilities did not meet the growth expectations on the ELA MAP assessment.

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	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	Operational
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

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

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Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Provide frequent, timely, and systematic feedback and support on instructional practices.
Implement a multi-tiered system of supports for academics and behavior.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.

Challenges

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

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Use multiple professional learning designs to support the learning needs of staff.
Monitor and evaluate the impact of professional learning on staff practices and student learning.
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
All Student Group Meets Interim Goal/Improvement Target in ELA	True
The percentage of black students who were proficient in ELA increased from 12.8% to 14.8%	False
The percentage of our English Language Learners who achieved proficiency or an advanced score on the PSSAs increased from 3.8% to 9.1 %	True
Black students went from 50% to 70% towards meeting growth expectations.	True
1st-grade exceeded the growth expectation in ELA MAP assessment.	True
2nd-grade met the growth expectation on the ELA MAP assessment.	True
5th-grade met the growth expectation on the ELA PSSA assessment.	True
1st, 2nd, 4th, and 5th grade all met expected growth on the math MAP assessment.	True
1st grade exceeded expected growth on the math MAP Assessment.	True
4th Grade met expected growth on the Math PSSA.	True
100% of all student groups demonstrated meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards	False
2nd, 3rd, 4th, and 5th-grade EL students met expected growth on the math MAP assessment. 5th-grade EL students met the expected growth standard on the MAP assessment.	False
Our 4th-grade students with disabilities met the growth standard on the ELA PSSAs. Additionally, our 4th-grade students w/disabilities exceeded the growth standard on the math PSSAs.	False
Our 4th-grade students with disabilities met the growth expectation on the math MAP assessment. Our 5th-grade students w/disabilities met the growth standard on the ELA MAP assessment.	False
Our 4th-grade students with disabilities met the growth standard on the ELA PSSAs. Additionally, our 4th-grade students w/disabilities exceeded the growth standard on the math PSSAs.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	True
Provide frequent, timely, and systematic feedback and support on instructional practices.	False
Implement a multi-tiered system of supports for academics and behavior.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	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 Did Not Meet Interim Goal/Improvement Target for proficient or advanced in ELA.	True
The percentage of English Language Learners who achieved proficiency or an advanced level decreased from 7.5% to 1.6%.	True

Overall, the percentage of advanced or proficient students decreased from 9.6% to 8.4%.	True
The percentage of economically disadvantaged students who were proficient or advanced decreased from 10% to 9%.	False
The 4th-grade did not meet the growth expectation on the PSSA ELA assessment.	True
Economically disadvantaged students did not meet the interim target in English Language growth and attainment.	False
The 3rd-grade did not meet the growth expectation on the ELA MAP assessment	True
The 4th-grade did not meet the growth expectation on the ELA MAP assessment	True
The 5th-grade did not meet the growth expectation on the ELA MAP assessment	True
The 3rd Grade did not meet expected growth on the math MAP assessment.	True
The 5th grade did not meet expected growth on the math PSSA assessment.	True
The percentage of students deemed chronically absent negatively impacts career readiness and our overall academic growth in math and ELA.	False
Our 3rd and 4th-grade EL students did not meet expected growth on the ELA MAP assessment.	False
Our 3rd and 4th-grade students w/disabilities did not meet the growth expectations on the ELA MAP assessment.	False
Use multiple professional learning designs to support the learning needs of staff.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning.	True
Implement evidence-based strategies to engage families to support learning.	True

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.

Through the review of student performance data on the MAP assessments, IXL diagnostics, and PSSAs, the school improvement team identified several clear trends in student achievement and growth across grade levels. The team analyzed achievement data, growth reports, and grade-level performance patterns to determine areas of strength and areas requiring targeted instructional support. In English Language Arts, the data revealed that students in 1st and 2nd grade are at or above growth expectations, with many students meeting projected growth targets and demonstrating proficiency in foundational literacy skills. These results suggest that instructional practices and early literacy interventions in the primary grades are effectively supporting student achievement. However, the data also highlighted a lack of growth in ELA performance in 3rd, 4th, and 5th grades on the MAP assessment. The team recognized this pattern as evidence of instructional gaps and the implementation of consistent literacy strategies across 3rd, 4th, and 5th-grade classrooms. These findings suggest a need for increased rigor in ELA instruction, especially in 3rd and 4th grades. In Mathematics, the team observed stronger overall growth trends across the building. All grade levels, with the exception of 3rd grade, met the expected standard for growth on the MAP Math assessment. While this demonstrates that mathematics instruction is generally supporting student progress, the decline in 3rd grade math performance was identified as a significant concern. The team discussed how the transition into more complex mathematical concepts and problem-solving expectations in 3rd grade may be contributing to this dip. Additionally, inconsistencies in instructional strategies, foundational skill mastery, and student readiness were identified as possible contributing factors. As a result of these findings, the team determined that improvement efforts should focus on strengthening ELA instructional practices in 3rd and 4th grade and providing additional support in 3rd-grade mathematics to ensure greater consistency in student achievement and growth across all grade levels.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All Student Groups Did Not Meet Interim Goal/Improvement Target for proficient or advanced in ELA.	I think as a school, we are not doing a good job of teaching our higher-level students. Teachers are having a hard time scaffolding tasks to support academic growth for all students.	True
The percentage of English Language Learners who achieved proficiency or an advanced level decreased from 7.5% to 1.6%.		False
Overall, the percentage of advanced or proficient students decreased from 9.6% to 8.4%.		False
The 4th-grade did not meet the growth expectation on the PSSA ELA assessment.	Our 4th-grade team struggles with developing highly effective lessons to support their students. Often, students are disengaged, and instruction is not highly developed and organized to promote academic growth.	False
The 3rd-grade did not meet the growth expectation on the ELA MAP assessment		False
The 4th-grade did not meet the growth expectation on the ELA MAP assessment	Our 4th-grade team struggles with developing highly effective lessons to support their students. Often, students are disengaged, and instruction is not highly developed and organized to promote academic growth.	True
The 5th-grade did not meet the growth expectation on the ELA MAP assessment		False
The 3rd Grade did not meet expected growth on the math MAP assessment.	Instruction in math has to get better. Teachers need support with developing highly engaging math lessons. Additionally, they need opportunities to see effective math lessons delivered, and watch how an effective teachers provides supplemental support to lower and struggling students during a math lesson.	True
The 5th grade did not meet expected growth on the math PSSA assessment.		False
Monitor and evaluate the impact of professional learning on staff practices and student learning.		False
Implement evidence-based strategies to engage families to support learning.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
All Student Group Meets Interim Goal/Improvement Target in ELA	
The percentage of our English Language Learners who achieved proficiency or an advanced score on the PSSAs increased from 3.8% to 9.1 %	

Black students went from 50% to 70% towards meeting growth expectations.	
1st-grade exceeded the growth expectation in ELA MAP assessment.	The 1st-grade team is data-driven, and
2nd-grade met the growth expectation on the ELA MAP assessment.	
5th-grade met the growth expectation on the ELA PSSA assessment.	
1st, 2nd, 4th, and 5th grade all met expected growth on the math MAP assessment.	
1st grade exceeded expected growth on the math MAP Assessment.	
4th Grade met expected growth on the Math PSSA.	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Stonehurst must continue to strengthen instructional practices by using standards-aligned ELA practices, using data to support instructional decisions during Tier 1 and Tier 2 (interventions), and ensuring ongoing coaching support so that teachers are better equipped to increase the number of students performing at the proficient and advanced levels in ELA.
	Stonehurst must strengthen 4th-grade ELA instructional systems by increasing the use of MAP Growth data, MAP Fluency data, and classroom unit assessments to inform small-group instruction.
	Stonehurst must strengthen 3rd-grade Math instructional practices by increasing the use of MAP Growth data, IXL diagnostic data, and classroom unit assessments to increase 3rd-grade MAP growth.

Goal Setting

Priority: Stonehurst must continue to strengthen instructional practices by using standards-aligned ELA practices, using data to support instructional decisions during Tier 1 and Tier 2 (interventions), and ensuring ongoing coaching support so that teachers are better equipped to increase the number of students performing at the proficient and advanced levels in ELA.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026–2027 school year, Stonehurst will strengthen standards-aligned ELA instructional practices through the consistent use of MAP Growth data, MAP Fluency data, classroom assessment data, and ongoing instructional coaching, resulting in an increase in the percentage of students scoring proficient or advanced on the ELA PSSA from 13.5% to 17%.			
Measurable Goal Nickname (35 Character Max)			
Increase the number of Proficient or advanced students on the PSSAs in ELA.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Teachers will collect baseline data by making sure 100% of students complete baseline MAP Growth and MAP Fluency assessments. Moreover, during data meetings, 100% of ELA teachers use classroom assessment data during PLC/data meetings.	After the winter MAP assessment, at least 42% of students will meet or exceed projected MAP Growth targets in ELA. Moreover, Classroom walkthrough data will show standards-aligned ELA practices implemented in whole and small-group instruction in at least 80% of classrooms.	At least 50% of students meet or exceed projected MAP Growth goals in ELA. Additionally, at least 85% of classrooms demonstrate standards-aligned ELA instructional practices during walkthroughs.	The percentage of students scoring proficient or advanced on the ELA PSSA will increase from 13.5% to at least 17%.

Priority: Stonehurst must strengthen 4th-grade ELA instructional systems by increasing the use of MAP Growth data, MAP Fluency data, and classroom unit assessments to inform small-group instruction.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026–2027 school year, 4th-grade ELA teachers at Stonehurst will consistently use MAP Growth, MAP Fluency, and unit assessment data to implement targeted small-group instruction, resulting in at least a 55% of students meeting or exceeding growth expectations on the Spring MAP assessment.			
Measurable Goal Nickname (35 Character Max)			
Increase the percentage of students who meet/exceed expected growth on the MAP growth assessment in ELA in the 4th-Grade.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
100% of 4th-grade students complete baseline MAP Growth and MAP Fluency assessments. 100% of 4th-grade teachers analyze MAP and unit assessment data during PLC meetings. Small group instruction is implemented in 100% of 4th-grade ELA classrooms at least 3 times per week.	At least 45% of students meet projected MAP Growth targets in ELA. Walkthrough data show evidence of targeted small-group instruction in at least 85% of classrooms.	Walkthrough data show evidence of targeted small-group instruction in at least 100% of classrooms.	At least 55% of students meet projected MAP Growth goals in ELA.

Priority: Stonehurst must strengthen 3rd-grade Math instructional practices by increasing the use of MAP Growth data, IXL diagnostic data, and classroom unit assessments to increase 3rd-grade MAP growth.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026–2027 school year, 3rd-grade Math teachers at Stonehurst will consistently use MAP Growth, IXL diagnostic, and classroom unit assessment data to provide differentiated instruction, resulting in at least a 10% increase in the number of students meeting or exceeding grade-level proficiency benchmarks in Math.			
Measurable Goal Nickname (35 Character Max)			
Increase the percentatge of students who meet/exceed expected growth on the MAP growth assessment in Math in the 3rd-Grade.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
100% of 3rd-grade students complete baseline Math MAP Growth assessments and the Math IXL Diagnostic.	100% of teachers will maintain documented data-tracking systems to monitor student progress and instructional group changes. Moreover, at least 45% of students will demonstrate on-grade-level performance on the Math IXL diagnostic.	At least 45% of students will meet or exceed their projected growth on the MAP assessment. 55% of students will demonstrate on-grade-level performance on the Math IXL diagnostic.	At least 55% of students will meet or exceed their projected growth on the MAP assessment. 65% of students will demonstrate on-grade-level performance on the Math IXL diagnostic.

Action Plan

Measurable Goals

Increase the number of Proficient or advanced students on the PSSAs in ELA.	Increase the percentatge of students who meet/exceed expected growth on the MAP growth assessment in ELA in the 4th-Grade.
Increase the percentatge of students who meet/exceed expected growth on the MAP growth assessment in Math in the 3rd-Grade.	

Action Plan For: Skill Deficit Identification

Measurable Goals:	
- By the end of the 2026–2027 school year, Stonehurst will strengthen standards-aligned ELA instructional practices through the consistent use of MAP Growth data, MAP Fluency data, classroom assessment data, and ongoing instructional coaching, resulting in an increase in the percentage of students scoring proficient or advanced on the ELA PSSA from 13.5% to 17%. - By the end of the 2026–2027 school year, 4th-grade ELA teachers at Stonehurst will consistently use MAP Growth, MAP Fluency, and unit assessment data to implement targeted small-group instruction, resulting in at least a 55% of students meeting or exceeding growth expectations on the Spring MAP assessment. - By the end of the 2026–2027 school year, 3rd-grade Math teachers at Stonehurst will consistently use MAP Growth, IXL diagnostic, and classroom unit assessment data to provide differentiated instruction, resulting in at least a 10% increase in the number of students meeting or exceeding grade-level proficiency benchmarks in Math.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will use MAP, IXL benchmark, and classroom assessment data to identify specific skill deficits.		2026-09-11	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Desmond Chisholm (Principal)	MAP and IXL Benchmark data, along with unit assessments.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will be able to use assessment data to analyze student deficits and develop targeted instruction to increase growth in these areas.	IXL monthly reports will be pulled to monitor IXL growth. Additionally, MAP growth conferences will take place in the fall, winter, and spring to review individual classroom trends and develop plans to support students in classrooms.

Action Plan For: Targeted Walkthroughs

Measurable Goals:

- By the end of the 2026–2027 school year, Stonehurst will strengthen standards-aligned ELA instructional practices through the consistent use of MAP Growth data, MAP Fluency data, classroom assessment data, and ongoing instructional coaching, resulting in an increase in the percentage of students scoring proficient or advanced on the ELA PSSA from 13.5% to 17%.
- By the end of the 2026–2027 school year, 4th-grade ELA teachers at Stonehurst will consistently use MAP Growth, MAP Fluency, and unit assessment data to implement targeted small-group instruction, resulting in at least a 55% of students meeting or exceeding growth expectations on the Spring MAP assessment.
- By the end of the 2026–2027 school year, 3rd-grade Math teachers at Stonehurst will consistently use MAP Growth, IXL diagnostic, and classroom unit assessment data to provide differentiated instruction, resulting in at least a 10% increase in the number of students meeting or exceeding grade-level proficiency benchmarks in Math.

Action Step		Anticipated Start Date	Anticipated Completion Date
The principal and assistant principal will conduct targeted learning walks to support teacher instruction and student engagement.		2026-09-07	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Desmond Chisholm (Principal) Ernest Patrick (Assistant Principal)	Prior learning walk data to review trends taking place throughout the building.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Using information collected from learning walks, the assistant principal will create "Look fors" so teachers are clear about expectations on instruction and student engagement.	Learning walks will happen daily, and teacher conferencing will take place as needed.

Action Plan For: Data Meetings to drive outcomes

Measurable Goals:
• By the end of the 2026–2027 school year, Stonehurst will strengthen standards-aligned ELA instructional practices through the consistent use of MAP Growth data, MAP Fluency data, classroom assessment data, and ongoing instructional coaching, resulting in an increase in the percentage of students scoring proficient or advanced on the ELA PSSA from 13.5% to 17%. • By the end of the 2026–2027 school year, 4th-grade ELA teachers at Stonehurst will consistently use MAP Growth, MAP Fluency, and unit assessment data to implement targeted small-group instruction, resulting in at least a 55% of students meeting or exceeding growth expectations on the Spring MAP assessment. • By the end of the 2026–2027 school year, 3rd-grade Math teachers at Stonehurst will consistently use MAP Growth, IXL diagnostic, and classroom unit assessment data to provide differentiated instruction, resulting in at least a 10% increase in the number of students meeting or exceeding grade-level proficiency benchmarks in Math.

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will participate in data cycles to monitor implementation and student growth in their MTSS interventions.		2026-09-07	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Desmond Chisholm (Principal) Ernest Patrick (Assistant Principal) Reading Team	IXL Diagnostic data MTSS Intervention Progress Monitoring data MAP Growth and MAP Fluency Data Teacher assessments	No	
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The data meetings will provide an opportunity to discuss student growth and review trends across interventions.	Monitoring will take place quarterly. Data will be evaluated to determine student movement in interventions.

Action Plan For: Targeted PLCs

Measurable Goals:
- By the end of the 2026–2027 school year, 4th-grade ELA teachers at Stonehurst will consistently use MAP Growth, MAP Fluency, and unit assessment data to implement targeted small-group instruction, resulting in at least a 55% of students meeting or exceeding growth expectations on the Spring MAP assessment. - By the end of the 2026–2027 school year, 3rd-grade Math teachers at Stonehurst will consistently use MAP Growth, IXL diagnostic, and classroom unit assessment data to provide differentiated instruction, resulting in at least a 10% increase in the number of students meeting or exceeding grade-level proficiency benchmarks in Math.

Action Step	Anticipated Start Date	Anticipated Completion Date
PLC will be used to identify areas of need in 3rd and 4th grade and target instructional practices to support student growth in math and ELA.	2026-09-07	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Desmond Chisholm (Principal)	3rd and 4th-grade Learning Walk Feedback, monthly IXL data, and classroom assessments.	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
3rd- and 4th-grade teachers will develop targeted lessons that focus on students' skill deficits to support academic growth and achievement.	Monitoring and evaluation will take place weekly/bi-weekly. Student data will be reviewed, and teachers will work together with Desmond, Ernest, and the reading team that targets instructional areas of need. Additionally, learning walk feedback will be used to identify trends and provide teachers with mini-PDs.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Total Expenditures				

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

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

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Targeted PLCs	PLC will be used to identify areas of need in 3rd and 4th grade and target instructional practices to support student growth in math and ELA.

Instruction, student engagement, and Data analysis

Action Step		
PLC will be used to identify areas of need in 3rd and 4th grade and target instructional practices to support student growth in math and ELA.		
Audience		
3rd and 4th-grade teachers (other teachers will be welcome to participate)		
Topics to be Included		
Data analysis, using MAP Growth and Fluency scores, IXL diagnostics, and grade-level unit assessments.		
Evidence of Learning		
Teacher lessons will be focused on strengthening areas of academic need, and instructional activities will be developed to provide reinforcement and practice.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Desmond Chisholm (Principal) Ernest Patrick (Assistant Principal)	2026-09-01	2027-06-03

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly or bi-weekly
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1f: Designing Student Assessments	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Desmond Chisholm	2026-05-18
School Improvement Facilitator Signature	Date