

Profile and Plan Essentials

School		AUN/Branch
Aronimink El Sch		125239452
Address 1		
4611 Bond Ave		
Address 2		
City	State	Zip Code
Drexel Hill	PA	19026
Chief School Administrator		Chief School Administrator Email
Dr Daniel P McGarry		dmcgarry@upperdarbysd.org
Principal Name		
Dina Williams		
Principal Email		
dwilliams@upperdarbysd.org		
Principal Phone Number		Principal Extension
6108534510		7271
School Improvement Facilitator Name		School Improvement Facilitator Email
Dina Williams		dwilliams@upperdarbysd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dina M Williams	Principal	Aronimink Elementary School	dwilliams@upperdarbysd.org
Brian Walden	Other	Aronimink Elementary School	bwalden@upperdarbysd.org
Amy Davenport	Teacher	Aronimink Elementary School	adavenport@upperdarbysd.org
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Erin Bradley	Teacher	Aronimink Elementary School	ebradley@upperdarbysd.org
Kristi Coyle	Teacher	Aronimink Elementary School	kcoyle@upperdarbysd.org
Chrissy Cicala	Teacher	Aronimink Elementary School	ccicala@upperdarbysd.org
Catherine Lance	Teacher	Aronimink Elementary School	clance@upperdarbysd.org
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Mikki Schrodel	Other	Aronimink Elementary School	mschrodel@upperdarbysd.org

Vision for Learning

Vision for Learning

At Aronimink Elementary School, we are dedicated to cultivating a community of curious, engaged learners prepared to thrive as responsible citizens in an ever-evolving world. Our diverse student body enriches our school with opportunities to celebrate a wide range of cultures, traditions, and perspectives—preparing children to succeed in a global society. Our committed educators nurture a mindset of continuous growth, encouraging students to embrace learning as a lifelong journey. Through a dynamic curriculum, meaningful programming, and engaging events, Aronimink offers students a variety of educational experiences that deepen their understanding of the world around them. We value a strong, inclusive, and actively involved school community where every student is recognized for upholding our core values: respect, responsibility, and safety. By fostering a growth mindset, we help students develop resilience, perseverance, and the essential skills needed for 21st-century problem solving. Together, as a cooperative and collaborative community, we set high expectations, provide rigorous learning opportunities both in and beyond the classroom, and support the social-emotional well-being of every learner—ensuring they are successful today and prepared for tomorrow.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group Did Not Meet Interim Goal/Improvement Target with only 32.2% of students Proficient or Advanced.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	The percent of students proficient or advanced increased from 38.1% in 2023-2024 to 58.4% in 2024-2025.

Challenges

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	The percent of students proficient or advanced decreased from 58.3% in 2023-2024 to 43.9% in 2024-2025.
African-American/Black	The percent of students proficient or advanced decreased from 29.3% in 2023-2024 to 22.9% in 2024-2025.
Hispanic	The percent of students proficient or advanced decreased from 18% in 2023-2024 to 11.7% in 2024-2025.
White	The percent of students proficient or advanced decreased from 55.8% in 2023-2024 to 46.2% in 2024-2025.
Economically Disadvantaged	The percent of students proficient or advanced decreased from 36.3% in 2023-2024 to 23.6% in 2024-2025.
English Learners	The percent of students proficient or advanced decreased from 29.6% in 2023-2024 to 15.8% in 2024-2025.
Students with Disabilities	The percent of students proficient or advanced decreased from 20.4% in 2023-2024 to 10.5% in 2024-2025.
Combined Ethnicity	The percent of students proficient or advanced decreased from 26.9% in 2023-2024 to 22.6% in 2024-2025.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group Did Not Meet Interim Goal/Improvement Target with only 39.5% Proficient or Advanced.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	The percent of students proficient or advanced increased from 38.1% in 2023-2024 to 61.9% in 2024-2025.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	The percent of students proficient or advanced decreased from 30.3% in 2023-2024 to 25.0% in 2024-2025.
Asian (not Hispanic)	The percent of students proficient or advanced decreased from 61.2% in 2023-2024 to 58.5% in 2024-2025.
Hispanic	The percent of students proficient or advanced decreased from 24.0% in 2023-2024 to 18.3% in 2024-2025.
White	The percent of students proficient or advanced decreased from 55.8% in 2023-2024 to 51.9% in 2024-2025.
Economically Disadvantaged	The percent of students proficient or advanced decreased from 38.0% in 2023-2024 to 34.1% in 2024-2025.
English Learners	The percent of students proficient or advanced decreased from 33.3% in 2023-2024 to 28.9% in 2024-2025.
Students with Disabilities	The percent of students proficient or advanced decreased from 21.8% in 2023-2024 to 17.5% in 2024-2025.

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group Exceeds the Standard Demonstrating Growth with 80% of students showing Growth.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	The percent of students proficient or advanced increased from 75% in 2023-2024 to 79% in 2024-2025.
African-American/Black	The percent of students proficient or advanced increased from 73% in 2023-2024 to 77% in 2024-2025.
White	The percent of students proficient or advanced increased from 71% in 2023-2024 to 77% in 2024-2025.
Economically Disadvantaged	The percent of students proficient or advanced increased from 75% in 2023-2024 to 77% in 2024-2025.
Combined Ethnicity	The percent of students proficient or advanced increased from 72% in 2023-2024 to 77% in 2024-2025.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	The percent of students proficient or advanced decreased from 72% in 2023-2024 to 71% in 2024-2025.
English Learners	The percent of students proficient or advanced decreased from 75% in 2023-2024 to 64% in 2024-2025.
Students with Disabilities	The percent of students proficient or advanced decreased from 71% in 2023-2024 to 64% in 2024-2025.

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group Exceeds the Standard Demonstrating Growth with 100% of Students showing Growth.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	The percent of students proficient or advanced increased from 78% in 2023-2024 to 82% in 2024-2025.
Students with Disabilities	The percent of students proficient or advanced increased from 78% in 2023-2024 to 100% in 2024-2025.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	The percent of students proficient or advanced decreased from 90% in 2023-2024 to 89% in 2024-2025.

English Language Growth and Attainment

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group Meets Interim Goal/Improvement Target with 48.7% of students showing growth and attainment, which was an increase from 40.0% in the 2024- 2025.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	The percent of students proficient or advanced increased from 36.4% in 2023-2024 to 48.8% in 2024-2025.
Hispanic	The percent of students proficient or advanced increased from 37.3% in 2023-2024 to 47.6% in 2024-2025.
Economically Disadvantaged	The percent of students proficient or advanced increased from 37.9% in 2023-2024 to 46.3% in 2024-2025.
English Learners	The percent of students proficient or advanced increased from 40% in 2023-2024 to 48.7% in 2024-2025.
Combined Ethnicity	The percent of students proficient or advanced increased from 41.1% in 2023-2024 to 47.8% in 2024-2025.

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group Meets Performance Standard with 85.6% of students not chronically absent.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group Exceeds Performance Standard with 100% of our students meeting the Career Standards Benchmark.

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

All Student Group Exceeds the Standard Demonstrating Growth in ELA with 80% of students showing Growth.
All Student Group Exceeds the Standard Demonstrating Growth In Math with 100% of Students showing Growth.
All Student Group Meets Interim Goal/Improvement Target with 48.7% of students showed growth and attainment.
All Student Group Meets Performance Standard with 85.6% of students not chronically absent.
All Student Group Exceeds Performance Standard with 100% of our students meeting the Career Standards Benchmark.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

All Student Group Did Not Meet Interim Goal/Improvement Target with only 32.2% of students Proficient or Advanced in ELA.
All Student Group Did Not Meet Interim Goal/Improvement Target with only 39.5% Proficient or Advanced in Math.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
SY 2025-26 ELA Curriculum Programs - HMH Into Reading, ELA Curriculum Interventions - Foundations and Heggerty	Teachers implemented reading interventions within the classroom, with reading specialists, ELL and Special Education teachers with fidelity through our Reading Program: HMH Into Reading. This focused on Guided Reading, Foundational Skills, and Skill and Strategy. Students also are receiving additional targeted support through Tier II or Tier III and will receive instruction using the Foundations or Heggerty interventions.
2025-26 SY Data NWEA MAP - Winter Reading - Achievement	All Student Population 33% of students are in the 61st%ile or higher 2025-26 SY Data NWEA MAP - Winter Reading - Achievement
2025-26 SY Data NWEA MAP - Fall to Winter Reading - Growth	The achievement percentile for Reading in the following grade levels increased from Fall to Winter. 1st grade - Fall _25th_, Winter _33rd_ 3rd grade - Fall _39th_, Winter 50th_ 4th grade - Fall _30th_, Winter _41st_ 5th grade - Fall _52nd_, Winter _55th_

English Language Arts Summary

Strengths

Reading Specialists provide push in support for 1st and 2nd grade during small group core instruction. This allows more targeted small group work to meet the diverse needs of our learners in the regular education classroom setting.
MTSS Data Meetings - frequent meeting (4-6 weeks) to review data with teachers, support targeted differentiated instruction within the classroom, regular discussion and movement within MTSS programs to meet student where they are.
Regular consultation of Reading, EL, and SpEd teams to support the mission of increasing student success. With the new transiency of our student population, this allows our teams to work more collaboratively and target the needs of individual students more effectively.

Challenges

The achievement percentile from Fall to winter in 2nd grade remained the same at the 33rd percentile.

Mathematics

Data	Comments/Notable Observations
2025-26 SY Data NWEA MAP - Winter Math - Achievement	All Student Population 38% of students are in the 61st%ile or higher 2025-26 SY Data NWEA MAP - Winter Math - Achievement
2025-26 SY Data NWEA MAP - Fall to Winter Math - Growth	The achievement percentile for Math in the following grade levels increased from Fall to Winter. 1st grade - Fall _41st_, Winter _45th_ 3rd grade - Fall _41st_, Winter 60th_ 4th grade - Fall _40th_, Winter _45th_ 5th grade - Fall _49th_, Winter _51st_

Mathematics Summary

Strengths

The access to IXL allows teachers to leverage technology within their MTSS block and for homework. IXL is adaptive, allows teachers to assign specific skills, and creates opportunities support students through differentiated teaching components to support instruction.
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Implementation of District homework plan - targeted homework requirements for math utilizing online platforms with teaching components helps to supplement classroom learning.

Challenges

The achievement percentile from Fall to winter in 2nd grade remained the same at the 43rd percentile.

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
Career Standards Benchmark - Future Ready PA Index - Aronimink outperformed the statewide average.	According to the Future Ready PA Index, Aronimink outperformed the career benchmark performance with a score of 100%, outperforming the state average of 91.4% by 8.6%.

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.

According to the Future Ready PA Index, Aronimink outperformed the career benchmark performance with a score of 100% outperforming the state average of 91.5% by 8.5% during the 2024-25 school year.

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.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
PA Future Ready Index - Interim Goal/Improvement Target - English Language Learners - ELA - 16.4% of students met the achievement standard	Aronimink EL students did not meet the interim goal/improvement target in ELA with only 16.4% of the EL population earning proficient scores. Challenges are present with the large number of non-speakers entering with limited prerequisite skills.
PA Future Ready Index - Interim Goal/Improvement Target - English Language Learners - MATH - 28.9% of students met the achievement standard	Aronimink EL students did not meet the interim goal/improvement target in MATH with only 28.9% of the EL population earning proficient scores. Challenges are present with the large number of non-speakers entering with limited prerequisite skills.
PA Future Ready Index - GROWTH Standard - English Language Learners - ELA - Score of 64, not meeting statewide growth standard.	Aronimink EL students did not meet the standard for demonstrating growth target in ELA with a score of 64, scoring below the statewide average of 75.4.
PA Future Ready Index - GROWTH Standard - English Language Learners - MATH - Score of 100, exceeding statewide growth standard by 25.1 points.	Aronimink EL students met the standard for demonstrating growth target in MATH with a score of 100, exceeding the statewide average.

Students with Disabilities

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

Data	Comments/Notable Observations
PA Future Ready Index - GROWTH Standard - Students with Disabilities - ELA - Score of 64, did not meet statewide growth standard.	Aronimink Students with Disabilities - students met the standard for demonstrating growth target in ELA with a score of 64, did not meet the statewide average.
PA Future Ready Index - GROWTH Standard - Students with Disabilities - Math - Score of 100, exceeding statewide growth standard.	Aronimink Students with Disabilities - exceeded the standard for demonstrating growth target in MATH with a score of 100, outperforming the statewide average.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready Index - ELA Achievement / Growth	Aronimink fell short of the statewide standard for achievement in MATH on the PSSA with 23.6% proficiency for economically disadvantaged students. However, Aronimink earned a growth score of 77 on the Future Ready Index for the subgroup, exceeding the statewide growth standard.
Future Ready Index - MATH Achievement / Growth	Aronimink fell short of the statewide standard for achievement in MATH on the PSSA with 34.1% proficiency for economically disadvantaged students. However, Aronimink earned a growth score of 100 on the Future Ready Index for the subgroup, exceeding the statewide growth standard.

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Aronimink has a dedicated EL team to support the many spoke languages within our school. They provide both a push-in and pull-out program which allows for small group support. The addition of the newcomer program has been a huge benefit in providing additional support for our non-speakers/newcomers leading to strong GROWTH scores for our EL population.
Aronimink has a dedicated Special Education team to support the students with disabilities within our school. They provide both a push-in and pull-out program which allows for small group support and need based differentiation. Regular meetings and discussion between our Reading Team, EL Team, and Special Education Team to support students with overlapping services has led to increased, target support for those students that are serviced across disciplines.

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.

Transiency of our EL population makes it difficult to bridge the language/skills gap of our newcomers.
Challenges are present with the large number of non-speakers entering with limited prerequisite skills or prior educational opportunities.
Students enrolling with both significant language barriers and learning needs.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
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	Exemplary
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	Emerging

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	Exemplary
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	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	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.
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Foster a culture of high expectations for success for all students, educators, families, and community members .
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

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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Monitor and evaluate the impact of professional learning on staff practices and student learning.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
Identify professional learning needs through analysis of a variety of data.

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 Exceeds the Standard Demonstrating Growth in ELA with 80% of students showing Growth.	True
All Student Group Exceeds the Standard Demonstrating Growth In Math with 100% of Students showing Growth.	True
All Student Group Meets Interim Goal/Improvement Target with 48.7% of students showed growth and attainment.	False
Reading Specialists provide push in support for 1st and 2nd grade during small group core instruction. This allows more targeted small group work to meet the diverse needs of our learners in the regular education classroom setting.	False
MTSS Data Meetings - frequent meeting (4-6 weeks) to review data with teachers, support targeted differentiated instruction within the classroom, regular discussion and movement within MTSS programs to meet student where they are.	False
All Student Group Meets Performance Standard with 85.6% of students not chronically absent.	True
All Student Group Exceeds Performance Standard with 100% of our students meeting the Career Standards Benchmark.	True
According to the Future Ready PA Index, Aronimink outperformed the career benchmark performance with a score of 100% outperforming the state average of 91.5% by 8.5% during the 2024-25 school year.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	True
Regular consultation of Reading, EL, and SpEd teams to support the mission of increasing student success. With the new transiency of our student population, this allows our teams to work more collaboratively and target the needs of individual students more effectively.	False
The access to IXL allows teachers to leverage technology within their MTSS block and for homework. IXL is adaptive, allows teachers to assign specific skills, and creates opportunities support students through differentiated teaching components to support instruction.	False
Implementation of District homework plan - targeted homework requirements for math utilizing online platforms with teaching components helps to supplement classroom learning.	False
Aronimink has a dedicated EL team to support the many spoke languages within our school. They provide both a push-in and pull-out program which allows for small group support. The addition of the newcomer program has been a huge benefit in providing additional support for our non-speakers/newcomers leading to strong GROWTH scores for our EL population.	False
Aronimink has a dedicated Special Education team to support the students with disabilities within our school. They provide both a push-in and pull-out program which	False

allows for small group support and need based differentiation. Regular meetings and discussion between our Reading Team, EL Team, and Special Education Team to support students with overlapping services has led to increased, target support for those students that are serviced across disciplines.	
Foster a culture of high expectations for success for all students, educators, families, and community members .	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
All Student Group Did Not Meet Interim Goal/Improvement Target with only 32.2% of students Proficient or Advanced in ELA.	True
All Student Group Did Not Meet Interim Goal/Improvement Target with only 39.5% Proficient or Advanced in Math.	True
The achievement percentile from Fall to winter in 2nd grade remained the same at the 33rd percentile.	False
The achievement percentile from Fall to winter in 2nd grade remained the same at the 43rd percentile.	False
Transiency of our EL population makes it difficult to bridge the language/skills gap of our newcomers.	False
Challenges are present with the large number of non-speakers entering with limited prerequisite skills or prior educational opportunities.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	True
Identify professional learning needs through analysis of a variety of data.	False
Students enrolling with both significant language barriers and learning needs.	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.

Aronimink Elementary will continue to show growth and meet/exceed student growth norms. Although we have strong growth scores, with our dedicated staff, new ELA curriculums, new MTSS programming, relatively new science curriculum and 100% of our students receiving in-person instruction, we will address the declining trend of advanced and proficient scores across all disaggregated groups.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All Student Group Did Not Meet Interim Goal/Improvement Target with only 32.2% of students Proficient or Advanced in ELA.	Despite making gains in growth, closing the achievement gap towards proficiency in achievement is challenging.	True
All Student Group Did Not Meet Interim Goal/Improvement Target with only 39.5% Proficient or Advanced in Math.	Aronimink will benefit from utilizing data to place students in within our MTSS math program. Using data to group and place students into MTSS math groups will allow for more targeted small group instruction with students of similar strengths and challenges. This practice will allow us to better support struggling students and enrich students who have shown mastery of skills.	True
Monitor and evaluate the impact of professional learning on staff practices and student learning.	Provide more opportunities for professional learning to support our staff from coaches, supervisors, professional development opportunities.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	EL, Reading, and SpEd collaboration will support our students by aligning practices and will better support our students who have overlapping supports	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
All Student Group Exceeds the Standard Demonstrating Growth in ELA with 80% of students showing Growth.	Strong teachers, proven reading curriculum, and strong MTSS programs with regular data analysis and movement, allow for student GROWTH, despite not meeting the achievement standard.
All Student Group Exceeds the Standard Demonstrating Growth In Math with 100% of Students showing Growth.	Strong teachers, proven solid math programming, and math MTSS program allow for student GROWTH, despite not meeting the achievement standard.
All Student Group Meets Performance Standard with 85.6% of students not chronically absent.	
All Student Group Exceeds Performance Standard with 100% of our students meeting the Career Standards Benchmark.	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	Use of MAP Fluency, MAP Growth, IXL Benchmarks and progress monitorinh and module assessments provides feedback to teachers and the use of data to make real time educational decisions.

Foster a culture of high expectations for success for all students, educators, families, and community members .	Utilize committees to establish and support the social, emotional, and academic needs of our entire school community.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	Mandatory teacher committee assignments allows for all teachers to participate and become informal leaders in different areas (equity, school improvement, trauma, PBIS)
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	Creating a positive school environment means making sure all students, staff, and families feel welcomed, supported, and safe. This includes fostering strong relationships, providing social-emotional support, and maintaining high expectations for learning in a safe and inclusive setting. It's also important to listen to feedback, promote equity, and continuously improve so everyone feels valued and connected in the school community. Much of this work occurs within our community structure (PBIS, Equity, TILT).

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The Aronimink staff will continue to collaborate and create meaningful objectives for daily lessons. The new ELA curriculum beginning in the 2026-2027 SY will help to support student learning. MTSS grouping and data review allow for differentiation to occur within the classroom and in small tiered groups. Goal setting is also done for all students. Teachers will continue to use IXL data, student achievement data and grade level standards to analyze student growth and make adjustments as needed. Teachers, their grade level partners, and instructional coaches will collaborate to develop lessons based on current instructional programs, and drill down the eligible content that students are expected to master. Teachers will prioritize the content, as necessary, to develop meaningful lessons based on the standards the students must master.
	Saavas Math curriculum, regular data review, new Math MTSS programming and differentiated tiered small groups will assist teachers in supporting the varied math needs of students. Programs like Xtra Math and IXL will help to provide targeted remediation and support both in school and at home.
	Grade-level teams and Support departments (EL/Reading/SpEd) collaborate to discuss student learning, align practices, and ensure instructional continuity.

Goal Setting

Priority: The Aronimink staff will continue to collaborate and create meaningful objectives for daily lessons. The new ELA curriculum beginning in the 2026-2027 SY will help to support student learning. MTSS grouping and data review allow for differentiation to occur within the classroom and in small tiered groups. Goal setting is also done for all students. Teachers will continue to use IXL data, student achievement data and grade level standards to analyze student growth and make adjustments as needed. Teachers, their grade level partners, and instructional coaches will collaborate to develop lessons based on current instructional programs, and drill down the eligible content that students are expected to master. Teachers will prioritize the content, as necessary, to develop meaningful lessons based on the standards the students must master.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, 35% of students in grades 1 - 5 will have a RIT score above 61st percentile on the NWEA MAP ELA assessment. By June 30, 2027, 55% of students in grades 1 - 5 will meet their growth projection on the NWEA MAP ELA assessment. By June 30, 2027, 70% of students in grade 3 - 5 will achieve proficiency (a smart score of 80) on an average of 2.0 IXL skills per week in IXL ELA.			
Measurable Goal Nickname (35 Character Max)			
Increase MAP Reading Growth / Achievement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
MAP Achievement By September 30, 2025, 25% of students in grade 1 - 5 will have a RIT score above the 61st percentile as measured by the baseline NWEA MAP ELA assessment.	MAP ELA Achievement: By January 30, 2026, 30% of students in grade 1 - 5 will have a RIT score above the 61st percentile as measured by the NWEA MAP ELA assessment. MAP ELA Growth: By January 30, 2026, 40% of students in grade 1 - 5 will meet their growth projection as measured by the NWEA MAP ELA assessment. IXL ELA: By January 15, 2026, 20% of students in grade 3 - 5 will achieve at least 80% proficiency on an average of 2.0 IXL skills per week in ELA.	Mid-year review - Teacher strategic learning plans updated based on mid-year growth	MAP ELA Achievement: By June 30, 2026, 35% of students in grade 1 - 5 will have a RIT score above the 41st percentile as measured by the NWEA MAP ELA assessment. MAP ELA Growth: By June 30, 2026, 45% of students in grade 1 - 5 will meet their growth projection as measured by the NWEA MAP ELA assessment. IXL ELA: By June 30, 2026, 30% of students in grade 3 - 5 will achieve at least 80% proficiency on an average of 2.0 IXL skills per week in IXL ELA.

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)
Through the use of MAP data, the reading team will evaluate the growth of students in all grade areas, making ongoing changes to MTSS grouping based on growth, communicating/celebrating successes.
Measurable Goal Nickname (35 Character Max)
MTSS Data Meeting - Flexible Grouping - (4-6) Week Reviews

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Data meeting review - adjustments to tiered groups based on new data.	Data meeting review - adjustments to tiered groups based on new data.	Data meeting review - adjustments to tiered groups based on new data.	Data meeting review - adjustments to tiered groups based on new data.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Establish and sustain regular collaborative meetings between the Reading, EL, and Special Education teams to discuss shared students, align instructional strategies, and coordinate interventions. The purpose of this collaboration is to ensure a cohesive approach that supports the academic and linguistic needs of overlapping learners, promotes consistency in service delivery, and enhances student progress through data-informed decision-making.			
Measurable Goal Nickname (35 Character Max)			
Collaboration of Reading, EL, and Special Education Departments to Align Instruction and Support Student Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Collaboration and discussion of shared students - weekly	Revisit instructional conversations Review growth data Identify resources, discuss level of service, and tweak groupings.	Review growth data - Identify resources, revisit support, and tweak groupings.	Review growth data - evaluate resources, revisit support, evaluate practices and tweak groupings.

Priority: Saavas Math curriculum, regular data review, new Math MTSS programming and differentiated tiered small groups will assist teachers in supporting the varied math needs of students. Programs like Xtra Math and IXL will help to provide targeted remediation and support both in school and at home.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Utilize online resources such as IXL and Xtra Math to support learning and help remediate prerequisite skills for all students. Within the school environment, utilization of online platforms supports current learning. As homeroom, utilization of online platforms supports remediation of prerequisite skills.			
Measurable Goal Nickname (35 Character Max)			
Leverage Online Resources for Differentiated Instruction and Homework			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline assessment of online programs.	Student / Teacher conference - revisit skills plan - assign new skills - celebrate successes. Isolate skills, track growth and usage.	Student / Teacher conference - revisit skills plan - assign new skills - celebrate successes	Student / Teacher conference - revisit skills plan - assign new skills - celebrate successes - evaluate effectiveness

Outcome Category
Mathematics
Measurable Goal Statement (Smart Goal)

By June 30, 2026, 40% of students in grades 1 - 5 will have a RIT score above 41st percentile on the NWEA MAP Math assessment. By June 30, 2026, 60% of students in grades 1 - 5 will meet their growth projection on the NWEA MAP Math assessment. By June 30, 2026, 65% of students in grades 1 - 5 will achieve proficiency (a smart score of 80) on an average of 2.0 IXL skills per week in IXL math.			
Measurable Goal Nickname (35 Character Max)			
Increase MAP Math Growth / Achievement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Math MAP Achievement: By September 30, 2025, 30% of students in grade 1 - 5 will have a RIT score above the 41st percentile as measured by the baseline NWEA MAP math assessment.	Math MAP Achievement: By January 30, 2026, 35% of students in grade 1 - 5 will have a RIT score above the 41st percentile as measured by the NWEA MAP assessment. Math MAP Growth: By January 30, 2026, 45% of students in grade 1 - 5 will meet their growth projection as measured by the NWEA MAP assessment. Math IXL: By January 15, 2026, 55% of students in grade 1 - 5 will achieve at least 80% proficiency on an average of 2.0 IXL skills per week in math.	Mid-year review - Teacher strategic learning plans updated based on mid-year growth	Math MAP Achievement: By June 30, 2026, 40% of students in grade 1 - 5 will have a RIT score above the 41st percentile as measured by the NWEA MAP assessment. Math MAP Growth: By June 30, 2026, 60% of students in grade 1 - 5 will meet their growth projection as measured by the NWEA MAP assessment. Math IXL: By June 30, 2026, 65% of students in grades 1 - 5 will achieve at least 80% proficiency on an average of 2.0 IXL skills per week IXL Math.

Priority: Grade-level teams and Support departments (EL/Reading/SpEd) collaborate to discuss student learning, align practices, and ensure instructional continuity.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Weekly collaboration of Reading, ELL, and Special Education to track shared student growth, align instructional practices, and support student learning.			
Measurable Goal Nickname (35 Character Max)			
Collaboration of Reading / EL / SpEd			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Determine shared students Share practices / content	Review new data (formal / informal) Share resources, revisit plan	Review new data (formal / informal) Share resources, revisit plan	Review new data (formal / informal) Share resources, revisit plan Evaluate practices for year / make improvements

Action Plan

Measurable Goals

Increase MAP Reading Growth / Achievement	MTSS Data Meeting - Flexible Grouping - (4-6) Week Reviews
Collaboration of Reading, EL, and Special Education Departments to Align Instruction and Support Student Growth	Leverage Online Resources for Differentiated Instruction and Homework
Increase MAP Math Growth / Achievement	Collaboration of Reading / EL / SpEd

Action Plan For: Implementation of new ELA Curriculum

Measurable Goals:
- By June 30, 2027, 35% of students in grades 1 - 5 will have a RIT score above 61st percentile on the NWEA MAP ELA assessment. By June 30, 2027, 55% of students in grades 1 - 5 will meet their growth projection on the NWEA MAP ELA assessment. By June 30, 2027, 70% of students in grade 3 - 5 will achieve proficiency (a smart score of 80) on an average of 2.0 IXL skills per week in IXL ELA. - Through the use of MAP data, the reading team will evaluate the growth of students in all grade areas, making ongoing changes to MTSS grouping based on growth, communicating/celebrating successes. - Establish and sustain regular collaborative meetings between the Reading, EL, and Special Education teams to discuss shared students, align instructional strategies, and coordinate interventions. The purpose of this collaboration is to ensure a cohesive approach that supports the academic and linguistic needs of overlapping learners, promotes consistency in service delivery, and enhances student progress through data-informed decision-making.

Action Step	Anticipated Start Date	Anticipated Completion Date
A new curriculum series will be implemented at start of the 26-27 school year. All teachers will be provided PD in all components of the new curriculum. School administration and teachers will deepen their understanding of Arts & Letters and the Really Good Reading curriculum. The new curriculum is aligned to state and national standards.	2026-08-25	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Aronimink Principal - Dina Williams Assistant Principal - Brian Walden District Supervisor for ELA - Kristin O'Neill Director of Curriculum - Christine Kelley Ashwina Mosakowski, Director of Elem. Ed. Grade Specific Instructional Coaches Teachers	Arts & Letters & Really Great Reading curriculum / Cleartouch Board/ Online components / online resources Chromebooks -Monthly coaching sessions from District coaches	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student achievement (proficient and advanced scores) and continued gains in overall growth in ELA/Reading	NWEA MAP assessments that are measured 3 times per year (Fall, Winter and Spring) assessment data. Administration, coaches, supervisors, and teachers review data formally - make adjustments.

Action Plan For: Departmentalization of 4th and 5th Grade

Measurable Goals:
- By June 30, 2027, 35% of students in grades 1 - 5 will have a RIT score above 61st percentile on the NWEA MAP ELA assessment. By June 30, 2027, 55% of students in grades 1 - 5 will meet their growth projection on the NWEA MAP ELA assessment. By June 30, 2027, 70% of students in grade 3 - 5 will achieve proficiency (a smart score of 80) on an average of 2.0 IXL skills per week in IXL ELA. - By June 30, 2026, 40% of students in grades 1 - 5 will have a RIT score above 41st percentile on the NWEA MAP Math assessment. By June 30, 2026, 60% of students in grades 1 - 5 will meet their growth projection on the NWEA MAP Math assessment. By June 30, 2026, 65% of students in grades 1 - 5 will achieve proficiency (a smart score of 80) on an average of 2.0 IXL skills per week in IXL math.

Action Step		Anticipated Start Date	Anticipated Completion Date
Fourth and fifth grade teachers are assigned to teach either ELA or Math. This will allow for deeper planning and the creation of individualized/differentiated lessons to address grade level standards. Teachers will be provided professional development opportunities in their designed content area and will become content specialist who implement best practices to meet the needs of their diverse learners.		2026-08-25	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Aronimink Principal - Dina Williams Assistant Principal - Brian Walden District Supervisor for ELA - Kristin O'Neill Director of Curriculum - Christine Kelley Ashwina Mosakowski, Director of Elem. Ed. Grade Specific Instructional Coaches Teachers	Professional Development Arts & Letters & Really Good Reading Curriculums/Online components Collaboration Meetings ClearTouch Boards	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Departmentalization in Math and ELA will create opportunities to build teacher knowledge and skills in their designated areas. This will allow for deeper and more thoughtful planning. MAP and other formative assessments will survive as a benchmark tool to gage instruction and allow for necessary learning adjustments to be made. Departmentalization is expected to increase growth and proficiency levels due to more specialized PD and deeper lesson planning. Data review including PVAAS will be used to identify the best teachers in each area - tweak as necessary	Both qualitative and quantitative data will be gathered and considered in determining the effectiveness of departmentalization at an elementary level. Analysis of assessment data will provide insight to the successful of departmentalization and discussed at grade level team meetings and district data meeting days.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implementation of new ELA Curriculum	A new curriculum series will be implemented at start of the 26-27 school year. All teachers will be provided PD in all components of the new curriculum. School administration and teachers will deepen their understanding of Arts & Letters and the Really Good Reading curriculum. The new curriculum is aligned to state and national standards.
Departmentalization of 4th and 5th Grade	Fourth and fifth grade teachers are assigned to teach either ELA or Math. This will allow for deeper planning and the creation of individualized/differentiated lessons to address grade level standards. Teachers will be provided professional development opportunities in their designed content area and will become content specialist who implement best practices to meet the needs of their diverse learners.

MAP & New ELA Curriculum (Arts & Letters/Really Great Reading

Action Step		
- A new curriculum series will be implemented at start of the 26-27 school year. All teachers will be provided PD in all components of the new curriculum. School administration and teachers will deepen their understanding of Arts & Letters and the Really Good Reading curriculum. The new curriculum is aligned to state and national standards. - Fourth and fifth grade teachers are assigned to teach either ELA or Math. This will allow for deeper planning and the creation of individualized/differentiated lessons to address grade level standards. Teachers will be provided professional development opportunities in their designed content area and will become content specialist who implement best practices to meet the needs of their diverse learners.		
Audience		
Classroom Teachers, Reading Specialists		
Topics to be Included		
New Curriculum and all of its components		
Evidence of Learning		
Thorough understanding of new curriculum and how to utilize assessment in instruction		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal / AP / Reading Team / Coaches	2026-08-25	2027-06-10

Learning Format

Type of Activities	Frequency
Inservice day	Quarterly through Data Meeting Process
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction	

This Step Meets the Requirements of State Required Trainings

Approvals & Signatures

Uploaded Files

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