

Primos El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Primos El Sch		125239452
Address 1		
861 Bunting Ln		
Address 2		
City	State	Zip Code
Primos	PA	19018
Chief School Administrator		Chief School Administrator Email
Dr Daniel P McGarry		dmcgarry@upperdarbysd.org
Principal Name		
William Rogers		
Principal Email		
brogers@upperdarbysd.org		
Principal Phone Number		Principal Extension
6106226755		
School Improvement Facilitator Name		School Improvement Facilitator Email
William Rogers		brogers@upperdarbysd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
William Rogers	Principal	Primos El School	brogers@upperdarbysd.org
Jennifer Lardani	Teacher	Primos El School	jlardani@upperdarbysd.org
Matthew Casertano	Principal	Primos El School	mcasertano@upperdarbysd.org
Tramaine Hobson	Community Member	Primos El School	tramaine0722@gmail.com
Patricia Crumlish	Teacher	Primos El School	pcrumlish@upperdarbysd.org
Dr. Daniel McGarry	Chief School Administrator	Superintendent of UDSD	dmcgarry@upperdarbysd.org
Dr. Ashwina Mosakowski	District Level Leaders	Director of Elementary Education	amosakowski@upperdarbysd.org
Tanya McMullen	Teacher	Primos El School	tmcullen@upperdarbysd.org

Vision for Learning

Vision for Learning

At Primos Elementary School it is our mission to provide a quality education that meets the needs of individual students in a safe and nurturing environment. We are committed to developing lifelong learners who will become productive citizens in our community. We are proud of our achievements and continue to set high goals for our future. At Primos Elementary School, we are committed to providing our students the highest quality education and demonstrating the joy of learning. Primos Elementary School...Success Nothing Less!

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

78 percent of students meet or exceeds interim target increase in performance from previous year

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
White	39.3% students were proficient or advanced in statewide assessment. This was an increase from 36.6% the previous school year.
African-American/Black	38.1% of students were proficient or advanced in statewide assessment. This was an increase from 28.7% the previous school year.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Not meeting statewide goals.
White	Not meeting statewide goals.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

37.2% of students were proficient or advanced in 2024/2025 state assessment. This was an increase from 32.2% the previous school year.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	34% of students were proficient or advanced in the 2024/2025 statewide assessment. This was an increase from 26.4% the previous school year.
White	42.6% of students were proficient or advanced in the 2024/2025 statewide assessment. This was an increase from 33.8% the previous school year.
Economically Disadvantaged	35.7% of students were proficient or advanced in the 2024/2025 statewide assessment. This was an increase from 29.6% the previous school year.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Not meeting statewide goals.
White	Not meeting statewide goals.
Economically Disadvantaged	Not meeting statewide goals.

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

Our academic growth score was 78% percent for the 2024/2025 school year. This is higher then the statewide average of 75.4%. We are currently meeting the statewide growth standard. 70%

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	Currently meets or exceeds interim target. Increase in performance from previous school year.
Economically Disadvantaged	Currently meets or exceeds interim target. Increase in performance from previous school year.
Students with Disabilities	Currently meets or exceeds interim target. Increase in performance from previous school year.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Meets or exceeds interim target decrease in performance from the previous year.

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

Our academic growth score was 100% percent for the 2024/2025 school year. This is higher then the statewide average of 74.9%. We are currently meeting the statewide growth standard. 70%

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Currently meets or exceeds interim target. Increase in performance from previous school year. 100%
White	Currently meets or exceeds interim target. Increase in performance from previous school year. 90%
Economically Disadvantaged	Currently meets or exceeds interim target. Increase in performance from previous school year. 100%
Students with Disabilities	Currently meets or exceeds interim target. Increase in performance from previous school year. 91%
Combined Ethnicity	Currently meets or exceeds interim target. Increase in performance from previous school year. 100%

Challenges

ESSA Student Subgroups	Indicator
White	90 percent of students met or exceeds state goal goal increase in performance from the previous school year. This is 10 points lower then other sub groups.

English Language Growth and Attainment

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

Comments/Notable Observations

48.3% of students met interim goal/improvement target. This is more the statewide average of 32.4%

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
English Learners	Still above the statewide average of 32.4%

Challenges

ESSA Student Subgroups	Indicator
English Learners	Data decreased from 65.0% to 48.3%

Regular Attendance

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

Comments/Notable Observations

Asian subgroup meets or exceeds the interim target. Increase in performance from the previous year

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	Meets or exceeds interim target increase in performance from previous year.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Not meeting statewide goal/interim target decrease in performance from previous school year
Economically Disadvantaged	Not meeting statewide goal/interim target decrease in performance from previous school year

Career Standards Benchmark

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

Comments/Notable Observations

100% of students exceeded the performance standard. The state average is 91.5%

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	100% of students exceeded the performance standard
White	100% of students exceeded the performance standard.
Combined Ethnicity	100% of students exceeded the performance standard.
Economically Disadvantaged	100% of students exceeded the performance standard.

Challenges

ESSA Student Subgroups	Indicator
White	Not applicable

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.

100% of students exceeded the performance standard. The state average is 91.5%
100% of students exceeded the performance standard
100% of students exceeded the performance standard.
100% of students exceeded the performance standard.
39.3% students were proficient or advanced in statewide assessment. This was an increase from 36.6 the previous school year.

Challenges

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

Asian subgroup meets or exceeds the interim target. Increase in performance from the previous year
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Local Assessment

English Language Arts

Data	Comments/Notable Observations
MAP Fluency Testing	Quarterly
Module Assessments	Weekly
MAP benchmark Testing	Quarterly

English Language Arts Summary

Strengths

Implementation of structured literacy practices and standards-aligned instruction across grade levels
Targeted small-group interventions
The use of MTSS structures, progress monitoring tools, and intervention blocks to accelerate learning and close achievement gaps

Challenges

Students with chronic absenteeism often miss foundational instruction that is necessary for success in later concepts, contributing to widening achievement gaps.
The number of students performing below grade level in foundational literacy skills, including fluency, decoding, vocabulary, and comprehension.
Expanding the use of evidence-based reading strategies, small-group instruction, and data-driven instructional planning.

Mathematics

Data	Comments/Notable Observations
Envisions Benchmark Testing	Weekly
MAP Benchmark Testing	Quarterly

Mathematics Summary

Strengths

Implementation of structured instructional practices and intervention systems is positively impacting student achievement.
Utilizing standards-aligned curriculum, small-group instruction, progress monitoring, and MTSS frameworks to provide differentiated support for students at varying academic levels.
Grade-level teams regularly review assessment data and progress-monitoring information to adjust instruction and intervention plan

Challenges

Continued need to strengthen intervention systems and progress monitoring in mathematics.
Students performing below grade level need more targeted interventions, timely data analysis, and consistent monitoring to ensure skill deficits are addressed effectively and growth is accelerated.
Students with chronic absenteeism often miss critical foundational instruction, making it more difficult to maintain progress and remain on track academically.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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TWIG	One key strength is its hands-on, inquiry-based learning model. TWIG Science encourages students to actively explore scientific concepts through experiments, investigations, and real-world problem solving. This approach increases student engagement and helps make abstract science concepts more concrete and accessible.
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Science, Technology, and Engineering Education Summary

Strengths

Clear instructional support for teachers, including detailed lesson plans, materials, and embedded assessments
Science program integrates literacy and math skills into science instruction. Students are regularly reading informational text, interpreting data, and writing scientific explanations, which strengthens cross-curricular skills and reinforces ELA and math goals alongside science learning.
Structured opportunities for partner and group work help students build communication skills, scientific reasoning, and academic vocabulary, which contributes to both academic achievement and engagement.

Challenges

The inquiry-based, hands-on nature of TWIG Science lessons can be time-intensive, which may create pacing pressures within the instructional schedule. Teachers may feel limited in their ability to fully complete investigations while also maintaining alignment to pacing guides and other content area demands.
Level of materials management and preparation needed

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	All Student Group Exceeds performance standard.

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 Percent of students are exceeding performance 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.

Improve the percent of students not chronically absent.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

100 percent of all student sub group is meeting annual academic growth expectations (PVAAS) in Math
78% of all student group is meeting annual academic growth expectations (PVAAS) in Reading

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.

African American sub group not meeting meeting or exceeding interim target- decrease in performance from previous school year.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
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	Exemplary
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	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

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Data-informed decision making.
Implementation of MTSS (Multi-Tiered System of Supports)

The practice of positive relationships and supportive learning environments
Standards-aligned instructional planning

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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Highly consistent Tier I instructional rigor across all classrooms.
Systematic and explicit instructional practices for foundational skills

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
100% of students exceeded the performance standard. The state average is 91.5%	True
100% of students exceeded the performance standard	True
100% of students exceeded the performance standard.	True
100% of students exceeded the performance standard.	True
39.3% students were proficient or advanced in statewide assessment. This was an increase from 36.6 the previous school year.	False
Implementation of structured literacy practices and standards-aligned instruction across grade levels	True
Targeted small-group interventions	True
The use of MTSS structures, progress monitoring tools, and intervention blocks to accelerate learning and close achievement gaps	True
Implementation of structured instructional practices and intervention systems is positively impacting student achievement.	True
Utilizing standards-aligned curriculum, small-group instruction, progress monitoring, and MTSS frameworks to provide differentiated support for students at varying academic levels.	True
Grade-level teams regularly review assessment data and progress-monitoring information to adjust instruction and intervention plan	True
Clear instructional support for teachers, including detailed lesson plans, materials, and embedded assessments	True
Science program integrates literacy and math skills into science instruction. Students are regularly reading informational text, interpreting data, and writing scientific explanations, which strengthens cross-curricular skills and reinforces ELA and math goals alongside science learning.	True
Structured opportunities for partner and group work help students build communication skills, scientific reasoning, and academic vocabulary, which contributes to both academic achievement and engagement.	True
100 Percent of students are exceeding performance standards.	False
100 percent of all student sub group is meeting annual academic growth expectations (PVAAS) in Math	True
78% of all student group is meeting annual academic growth expectations (PVAAS) in Reading	False
Data-informed decision making.	False
Implementation of MTSS (Multi-Tiered System of Supports)	True
The practice of positive relationships and supportive learning environments	False
Standards-aligned instructional planning	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
Asian subgroup meets or exceeds the interim target. Increase in performance from the previous year	False
Asian subgroup meets or exceeds the interim target. Increase in performance from the previous year	False
Students with chronic absenteeism often miss foundational instruction that is necessary for success in later concepts, contributing to widening achievement gaps.	True
The number of students performing below grade level in foundational literacy skills, including fluency, decoding, vocabulary, and comprehension.	True
Expanding the use of evidence-based reading strategies, small-group instruction, and data-driven instructional planning.	True
Improve the percent of students not chronically absent.	False
Continued need to strengthen intervention systems and progress monitoring in mathematics.	True
Students performing below grade level need more targeted interventions, timely data analysis, and consistent monitoring to ensure skill deficits are addressed effectively and growth is accelerated.	False
Students with chronic absenteeism often miss critical foundational instruction, making it more difficult to maintain progress and remain on track academically.	False
The inquiry-based, hands-on nature of TWIG Science lessons can be time-intensive, which may create pacing pressures within the instructional schedule. Teachers may feel limited in their ability to fully complete investigations while also maintaining alignment to pacing guides and other content area demands.	False
Level of materials management and preparation needed	False
African American sub group not meeting meeting or exceeding interim target-decrease in performance from previous school year.	False
Highly consistent Tier I instructional rigor across all classrooms.	True
Systematic and explicit instructional practices for foundational skills	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Students with chronic absenteeism often miss foundational instruction that is necessary for success in later concepts, contributing to widening achievement gaps.	Positive attendance campaigns and incentives. Targeted parent contact after 3–5 absences. Weekly attendance review by grade level and administration	True
The number of students performing below grade level in foundational literacy skills, including fluency, decoding, vocabulary, and comprehension.	Strengthen Tier I Core Instruction. High-Quality Tier 2 and Tier 3 Interventions. Classroom walkthroughs targeting: explicit instruction, student engagement, use of data	True
Expanding the use of evidence-based reading strategies, small-group instruction, and data-driven instructional planning.	Enhancing targeted small-group instruction based on student needs, and deepening data-driven instructional planning to ensure timely and effective instructional adjustments that support all learners	True
Continued need to strengthen intervention systems and progress monitoring in mathematics.	Ensure every student receiving intervention is placed based on specific skill data, not general performance.	True
Highly consistent Tier I instructional rigor across all classrooms.	Daily learning objective posted and referenced Lesson structure using gradual release (I Do / We Do / You Do) Checks for understanding every lesson Academic discourse (students talking about thinking) Use of data to group students or adjust instruction	False
Systematic and explicit instructional practices for foundational skills	Define exactly what foundational skills are taught at each grade level Ensure skills progress logically Remove gaps and unnecessary repetition Align directly to standards and benchmark expectations	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
100% of students exceeded the performance standard. The state average is 91.5%	Students regularly engage in: higher-order thinking academic discussion evidence-based responses (ELA) multi-step problem solving (math)
100% of students exceeded the performance standard	Students regularly engage in: higher-order thinking academic discussion evidence-based responses (ELA) multi-step problem solving (math)
100% of students exceeded the performance standard.	Students regularly engage in: higher-order thinking academic discussion evidence-based responses (ELA) multi-step problem solving (math)

100% of students exceeded the performance standard.	Students regularly engage in: higher-order thinking academic discussion evidence-based responses (ELA) multi-step problem solving (math)
Implementation of structured literacy practices and standards-aligned instruction across grade levels	Build Strong Foundational Skills Early and Systematically
Targeted small-group interventions	Use Data to Form Groups
The use of MTSS structures, progress monitoring tools, and intervention blocks to accelerate learning and close achievement gaps	Tier 1: Strong, standards-aligned core instruction for all students Tier 2: Targeted small-group support for skill gaps Tier 3: Intensive, individualized intervention for significant deficits
Implementation of structured instructional practices and intervention systems is positively impacting student achievement.	Use validated tools (reading fluency, decoding, math screeners, etc.) Monitor: Tier 2: every 2–3 weeks Tier 3: weekly or biweekly
Utilizing standards-aligned curriculum, small-group instruction, progress monitoring, and MTSS frameworks to provide differentiated support for students at varying academic levels.	
Grade-level teams regularly review assessment data and progress-monitoring information to adjust instruction and intervention plan	
Clear instructional support for teachers, including detailed lesson plans, materials, and embedded assessments	Use data frequently and precisely Intervene based on specific skills Adjust instruction quickly And ensure Tier 1, Tier 2, and Tier 3 are fully aligned
Science program integrates literacy and math skills into science instruction. Students are regularly reading informational text, interpreting data, and writing scientific explanations, which strengthens cross-curricular skills and reinforces ELA and math goals alongside science learning.	
Structured opportunities for partner and group work help students build communication skills, scientific reasoning, and academic vocabulary, which contributes to both academic achievement and engagement.	
100 percent of all student sub group is meeting annual academic growth expectations (PVAAS) in Math	
Implementation of MTSS (Multi-Tiered System of Supports)	
Standards-aligned instructional planning	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Address chronic absenteeism by implementing early identification systems, tiered attendance interventions, and strong family engagement strategies to ensure students consistently access foundational instruction and reduce achievement gaps.

	Strengthen foundational literacy outcomes by expanding systematic, explicit instruction in decoding, fluency, vocabulary, and comprehension, supported by data-driven small-group interventions and consistent progress monitoring to accelerate student growth toward grade-level proficiency.
	Expand and strengthen the consistent use of evidence-based reading strategies, targeted small-group instruction, and data-driven instructional planning to improve instructional responsiveness and increase student literacy achievement.
	Strengthen mathematics intervention systems and progress monitoring by ensuring timely identification of skill gaps, consistent implementation of targeted supports, and frequent data-driven instructional adjustments to accelerate student growth and close achievement gaps.

Goal Setting

Priority: Address chronic absenteeism by implementing early identification systems, tiered attendance interventions, and strong family engagement strategies to ensure students consistently access foundational instruction and reduce achievement gaps.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Reduce chronic absenteeism by improving student attendance rates through early identification systems, tiered interventions, and family engagement strategies, resulting in a measurable decrease in students missing 10% or more of instructional days by the end of the school year.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Attendance Quarterly Review	Attendance Quarterly Review	Attendance Quarterly Review	Attendance Quarterly Review

Priority: Strengthen foundational literacy outcomes by expanding systematic, explicit instruction in decoding, fluency, vocabulary, and comprehension, supported by data-driven small-group interventions and consistent progress monitoring to accelerate student growth toward grade-level proficiency.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the implementation period, increase the percentage of students performing at or above grade level in foundational literacy skills (decoding, fluency, vocabulary, and comprehension) by MAP goals as measured by benchmark assessments, through the expansion of systematic, explicit instruction and the implementation of data-driven small-group interventions, with progress monitored.			
Measurable Goal Nickname (35 Character Max)			
ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
MAP FALL	MAP WINTER	MAP Spring	Module Assessments

Priority: Expand and strengthen the consistent use of evidence-based reading strategies, targeted small-group instruction, and data-driven instructional planning to improve instructional responsiveness and increase student literacy achievement.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the implementation period, increase the consistent use of evidence-based reading strategies (e.g., explicit instruction, structured literacy practices, guided reading, and comprehension scaffolds) across classrooms with fidelity as measured by instructional walkthrough data and coaching observations, resulting in improved student reading outcomes as reflected in benchmark assessment growth.			
Measurable Goal Nickname (35 Character Max)			
Small Group			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
MAP benchmark and Fluency	MAP benchmark	Map benchmark	Module Data

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Measurable Goal Nickname (35 Character Max)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Priority: Strengthen mathematics intervention systems and progress monitoring by ensuring timely identification of skill gaps, consistent implementation of targeted supports, and frequent data-driven instructional adjustments to accelerate student growth and close achievement gaps.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students continue to receive tiered, data-driven interventions resulting in a MAP Score increase in students meeting or exceeding grade-level benchmarks as measured by district math assessments.			
Measurable Goal Nickname (35 Character Max)			
MATH			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
MAP FALL BENCHMARK	MODULE ASSESSMENTS	MAP WINTER BENCHMARK	MAP SPRING BENCHMARK

Action Plan

Measurable Goals

Attendance	Small Group
ELA	
MATH	

Action Plan For: ELA Plan

Measurable Goals:
By the end of the implementation period, increase the percentage of students performing at or above grade level in foundational literacy skills (decoding, fluency, vocabulary, and comprehension) by MAP goals as measured by benchmark assessments, through the expansion of systematic, explicit instruction and the implementation of data-driven small-group interventions, with progress monitored.

Action Step	Anticipated Start Date	Anticipated Completion Date
Increase student proficiency and growth in ELA by strengthening foundational literacy skills, improving Tier I instruction, and implementing targeted interventions aligned to student data.	2026-08-24	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Casertano/Assistant Principal	Arts and Letters	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased ELA proficiency rates on state assessments Improved reading fluency, comprehension, and vocabulary growth on MAP Assessments Reduced number of students below grade level Stronger student growth measures (Future Ready PA Index)	Administration/Classroom Teachers/ Reading Specialists.

Action Plan For: IXL Weekly Skill Improvement

Measurable Goals:
Students continue to receive tiered, data-driven interventions resulting in a MAP Score increase in students meeting or exceeding grade-level benchmarks as measured by district math assessments.

Action Step	Anticipated Start Date	Anticipated Completion Date
Teachers identify 1–2 priority math skills per week based on: benchmark data classroom assessments curriculum pacing Skills are aligned to grade-level standards and intervention needs Students are grouped by skill deficit when appropriate	2026-08-24	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Casertano	IXL	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Math benchmark data and curricular assessment data will increase.	Daily Monitoring/ Administration/Teachers/ Reading Specialists.

Action Plan For: Data Meetings

Measurable Goals:
By the end of the implementation period, increase the consistent use of evidence-based reading strategies (e.g., explicit instruction, structured literacy practices, guided reading, and comprehension scaffolds) across classrooms with fidelity as measured by instructional walkthrough data and coaching observations, resulting in improved student reading outcomes as reflected in benchmark assessment growth.

Action Step	Anticipated Start Date	Anticipated Completion Date
Teachers meet weekly, quarterly data meetings to review MTSS data to make appropriate movements. Review Key Data Attendance trends , Benchmark/assessment results, Progress monitoring data, IXL or intervention data, Then: B. Identify Student Needs Students below grade level Students showing no growth Students close to proficiency (“bubble students”) C. Analyze Instructional Gaps Which standards are weak? Where is instruction not effective? What misconceptions are common? D. Plan Instructional Response Adjust Tier I instruction Group students for intervention Identify reteaching needs	2026-08-24	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Casertano/Assistant Principal	IXL, MAP assessment data, Benchmark data	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student growth in ELA and math More precise and effective interventions Improved Tier I instructional alignment Reduced number of students below grade level Stronger attendance and on-track indicators	Administration/ Classroom Teachers/ Reading Specialists.

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
ELA Plan	Increase student proficiency and growth in ELA by strengthening foundational literacy skills, improving Tier I instruction, and implementing targeted interventions aligned to student data.

Arts and Letters Continued Professional Development for the 26/27 School Year

Action Step		
Increase student proficiency and growth in ELA by strengthening foundational literacy skills, improving Tier I instruction, and implementing targeted interventions aligned to student data.		
Audience		
All staff		
Topics to be Included		
Arts and Letters Professional Development		
Evidence of Learning		
Module Testing performance increases		
Lead Person/Position	Anticipated Start	Anticipated Completion
Casertano/Assistant Principal	2026-08-24	2027-06-11

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
William Rogers	2026-05-18
School Improvement Facilitator Signature	Date