

Profile and Plan Essentials

School		AUN/Branch
Hillcrest El Sch		125239452
Address 1		
2601 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		
Susan Campbell		
Principal Email		
scampbell@upperdarbysd.org		
Principal Phone Number		Principal Extension
6108534520		5612
School Improvement Facilitator Name		School Improvement Facilitator Email
Susan Campbell		scampbell@upperdarbysd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Susan Campbell	Principal	Hillcrest Elementary School	scampbell@upperdarbysd.org
James Galligan	Principal	Hillcrest Elementary School	jgalligan@upperdarbysd.org
Dr. Linda Fox	Teacher	Hillcrest Elementary School	lfox@upperdarbysd.org
Coleen Scheb	Teacher	Hillcrest Elementary School	cscheb@upperdarbysd.org
Sarah Beauchemin	Teacher	Hillcrest Elementary School	sbeauchemin@upperdarbysd.org
Shauna Nolan	Other	Hillcrest Elementary School	snolan@upperdarbysd.org
Alexandra DeLuca	Other	Hillcrest Elementary School	adeluca@upperdarbysd.org
Edward Dobbins	Parent	Hillcrest Elementary School	scampbell@uthedobbins5@gmail.compperdarbysd.org
Dr. Ashwina Mosakowski	District Level Leaders	Hillcrest Elementary School	amosakowski@upperdarbysd.org
Dr. Daniel McGarry	Chief School Administrator	Hillcrest Elementary School/Central Administration/Upper Darby School District	dmcgarry@upperdarbysd.org
Katie Persico	Other	Hillcrest Elementary School	kperisico@upperdarbysd.org

Vision for Learning

Vision for Learning

Our vision at Hillcrest Elementary School is to create a safe community of academic excellence that will produce lifelong learners to be confident, well rounded citizens that can make equitable decisions that will positively impact our global society.

Future Ready PA Index

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

True 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.

According to the 2024-25 PVAAS: Hillcrest exceeded the statewide average of 79.6^ with a. 88.2% attendance.
All students exceeded the standard demonstrating growth by achieving an academic growth score of 72.0 percent or above during the 2024-2025 school year. The statewide average growth score was 75.4 percent. Hillcrest Elementary School students with disabilities scored 82%, 6.6% above the statewide average.
All students exceeded the standard demonstrating growth by achieving an academic growth score of 80.0 percent or above during the 2024-2025 school year. The statewide average growth score was 74.9 percent. Hillcrest Elementary School students with disabilities scored 100%, 25.1% above the statewide average.
All students exceeded the standard demonstrating growth by achieving an academic growth score of 72.0 percent or above during the 2024-2025 school year. The statewide average growth score was 75.4 percent. Hillcrest Elementary School students with disabilities scored 82%, 6.6% above the statewide average.
All students exceeded the standard demonstrating growth by achieving an academic growth score of 80.0 percent or above during the 2024-2025 school year. The statewide average growth score was 74.9 percent. Hillcrest Elementary School students with disabilities scored 100%, 25.1% above the statewide average.

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 students exceeded the standard demonstrating growth by achieving an academic growth score of 72.0 percent or above during the 2024-2025 school year. The statewide average growth score was 75.4 percent. Hillcrest Elementary School students with disabilities scored 82%, 6.6% above the statewide average.
All students exceeded the standard demonstrating growth by achieving an academic growth score of 72.0 percent or above during the 2024-2025 school year. The statewide average growth score was 75.4 percent. Hillcrest Elementary School students with disabilities scored 82%, 6.6% above the statewide average.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
2024-25 English and Language Arts Pennsylvania State Standardized Assessments Growth Level Movement	On the 2023-24 English and Language Arts Pennsylvania State Standardized Assessments (PSSAs) there is evidence that students with disabilities at Hillcrest Elementary School showed an increase from the previous year.
NWEA 5th grade MAP ELA Fall and Winter Benchmark Assessments	5th grade students have exceeded the projected growth for the 2024-25 MAP Test after completing the Winter MAP Test.

English Language Arts Summary

Strengths

The teachers in collaboration with the school administration team periodically review and analyze data trends of students, classrooms, and grade levels. Data sources include the 2024-25 English and Language Arts Pennsylvania State Standardized Assessments growth level movement.
The Upper Darby School District has implemented new reading interventions that focus on increasing fluency and reading comprehension.
Extensive professional development opportunities have been and will continue to be provided to educators and administrative leaders to provide effective literacy instruction. Professional development opportunities have focused on utilizing MTSS to target and differentiate instruction, developing instructional learning targets, fostering student engagement, reading curriculum lesson development, and trauma-informed care strategies to promote brain-based learning.
Full time ELL teacher has enabled ELL students to have stability in their academic programming and English development. The collaboration between the ELL teacher and classroom teachers will help students increase test scores and acquire the skills necessary for longterm social emotional and academic growth,

Challenges

English and Language Arts Pennsylvania State Standardized Assessments (PSSAs) there is evidence that all students at Hillcrest Elementary School is maintaining proficiency in English and Language Arts PSSA results from 2024-25. However, students scores indicate changes according to testing materials changing to the online platform.
The addition of a full time ELL teacher required a restructuring of the academic programming for ELL students.

Mathematics

Data	Comments/Notable Observations
2024-25 Mathematics Pennsylvania State Standardized Assessments	PSSA Mathematics, Pennsylvania State Standardized Assessments four student groups at Hillcrest Elementary School achieved above the statewide growth average of 74.9 percent.
NWEA 5th grade MAP Math Fall and Winter Benchmark Assessments	3rd grade students have exceeded the projected growth for the 2024-25 MAP Test after completing the Winter MAP Test

Mathematics Summary

Strengths

The fourth and fifth-grade levels at Hillcrest transitioned to a departmentalized instructional model in grades 4 and 5. This instructional model allows teachers to master in their assigned subject area and to develop a greater level of curriculum expertise and understanding to better serve students.
The scheduling of Math MTSS enables teachers to target math skills and allows students time to grow individually and academically.
Matt MTSS enables teachers to identify strengths and areas of challenge to create and individualize small groups in a flexible instructional model.
The addition of IXL and mandated homework enables students to practice relevant skills to strengthen their areas of needs. The IXL program levels students assignments in a targeted format.

Challenges

A stronger home/school connection with also allow students to improve academically.
Math concepts and skill development are being assessed through online resources. This is a skill students need to learn and have experience with in order to improve their test scores.
Some families have difficulty with consistent internet connections, which creates skewed data for homework completion.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Future Ready PA Index Proficient or Advanced on PA State Assessments - Science	All other groups in the area of science are showing a upward trend as compared to the statewide goal.

Science, Technology, and Engineering Education Summary

Strengths

Students will continue to be provided with real-world opportunities to explore content and instruction. Fourth and Fifth grade students will aim to continue partnerships with Riverbend Environmental Education Center. The school district has continued a partnership with Riverbend to provide educators with opportunities to connect with experts from educational centers and to participate in lessons that utilize the practices of science to explore how changing environmental conditions will impact systems.
Students will continue to be provided with real-world opportunities to explore content and instruction involving Second, Fourth and Fifth grade students through participation in exploratory opportunities at the Franklin Institute Science Museum.
The Science curriculum, TWIG, was updated in the 2024-25 school year. The new curriculum provides a multi-sensory approach to science instruction utilizing; experiments, observation and real world problem solving skills,

Challenges

Consistency with homework and family support.
Higher percentage of time on IXL, Amira and Waggle.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Exceeded the Pennsylvania Performance Standard with achieving a 100% Benchmark	Using Naviance, we should see an increase in student performance, meeting the standard performance goal.

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.

At Hillcrest Elementary School our School Counselor and School Principal support the college and career readiness initiatives. The School Counselor provides lessons to students that develop their social and emotional development and equips them for experiences outside of the school land in their local communities.
The PBIS program supports Character Counts highlights personal reflection and development which serves to increase confidence, positive behavior, self regulation and awareness of building initiatives.

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.

Students at Hillcrest Elementary School need authentic experiences to explore various career options available. College and career lessons need to continue to spark students' interests and build their excitement for post-secondary learning. Hillcrest Elementary School will continually promote equitable practices to support college and career readiness, removing all barriers to support all learners.
Career readiness completion can be difficult with transfer students according to student entry dates.
English Language Learners are challenged with a clear understanding of career readiness paths.

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.

Staff members are provided with trauma-informed care professional development training to build their knowledge of trauma-informed instruction. Through Lakeside Neurologic, a cohort of teachers are provided with small group consultation and coaching on trauma-informed care of students.

Hillcrest students receive small group instruction three days a week throughout the school year. Small group instruction will focus on growing students reading and math achievement levels to proficiency.

The Special Education department is continuing with IXL Math for our low incidence program to help students master essential skills at their own pace through fun and interactive questions, but in support, and motivating awards to help meet their IEP goals and objectives.

Hillcrest Elementary School implemented IXL Math for our K-5th grade students. IXL math is an adaptive computer-based program to help students master essential skills at their own pace through fun and interactive questions, but in support, and motivating awards.

The addition of PaTTAN workshops in a variety of topics including family engagement, supporting students with learning challenges and social emotional development enables teachers to have a greater understanding of students and family backgrounds.

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.

We will continue to build the Hillcrest School community in order to maintain and enhance a home and school collaboration. It is imperative to have cooperation between students' home communities and school communities in order to provide the best possible learning environment for children. The goal is to develop a genuine partnership with students' families, as schools alone cannot address all of the students' developmental needs. When shared goals are established in students' home and school communities, students become invested in shared expectations. A strong home and school connection will develop students' passion for learning throughout their educational experiences and beyond.

School administration will continue to ensure that all instructional practices are aligned with the PA Framework for Teaching. The Danielson Framework for Teaching organizes instructional practices into four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Administrative learning walkthroughs and instructional coaching will continue to ensure students are provided with research-based experiences.

Data meetings will continue to be utilized during grade-level meetings throughout the school year to reflect on instructional formats and strategies that are impacting student achievement. Data meeting and goal-setting will be established to leverage student and teacher accountability.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	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	Exemplary
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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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.
Implement an evidence-based system of school-wide positive behavior interventions and supports.
Provide frequent, timely, and systematic feedback and support on instructional practices.

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 all staff.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
According to the 2024-25 PVAAS: Hillcrest exceeded the statewide average of 79.6^ with a . 88.2% attendance.	True
All students exceeded the standard demonstrating growth by achieving an academic growth score of 72.0 percent or above during the 2024-2025 school year. The statewide average growth score was 75.4 percent. Hillcrest Elementary School students with disabilities scored 82%, 6.6% above the statewide average.	False
All students exceeded the standard demonstrating growth by achieving an academic growth score of 80.0 percent or above during the 2024-2025 school year. The statewide average growth score was 74.9 percent. Hillcrest Elementary School students with disabilities scored 100%, 25.1% above the statewide average.	False
All students exceeded the standard demonstrating growth by achieving an academic growth score of 72.0 percent or above during the 2024-2025 school year. The statewide average growth score was 75.4 percent. Hillcrest Elementary School students with disabilities scored 82%, 6.6% above the statewide average.	False
All students exceeded the standard demonstrating growth by achieving an academic growth score of 80.0 percent or above during the 2024-2025 school year. The statewide average growth score was 74.9 percent. Hillcrest Elementary School students with disabilities scored 100%, 25.1% above the statewide average.	False
The teachers in collaboration with the school administration team periodically review and analyze data trends of students, classrooms, and grade levels. Data sources include the 2024-25 English and Language Arts Pennsylvania State Standardized Assessments growth level movement.	True
The Upper Darby School District has implemented new reading interventions that focus on increasing fluency and reading comprehension.	True
Extensive professional development opportunities have been and will continue to be provided to educators and administrative leaders to provide effective literacy instruction. Professional development opportunities have focused on utilizing MTSS to target and differentiate instruction, developing instructional learning targets, fostering student engagement, reading curriculum lesson development, and trauma-informed care strategies to promote brain-based learning.	False
Full time ELL teacher has enabled ELL students to have stability in their academic programming and English development. The collaboration between the ELL teacher and classroom teachers will help students increase test scores and acquire the skills necessary for longterm social emotional and academic growth,	True
The fourth and fifth-grade levels at Hillcrest transitioned to a departmentalized instructional model in grades 4 and 5. This instructional model allows teachers to master in their assigned subject area and to develop a greater level of curriculum expertise and understanding to better serve students.	False

The scheduling of Math MTSS enables teachers to target math skills and allows students time to grow individually and academically.	True
Students will continue to be provided with real-world opportunities to explore content and instruction. Fourth and Fifth grade students will aim to continue partnerships with Riverbend Environmental Education Center. The school district has continued a partnership with Riverbend to provide educators with opportunities to connect with experts from educational centers and to participate in lessons that utilize the practices of science to explore how changing environmental conditions will impact systems.	False
Students will continue to be provided with real-world opportunities to explore content and instruction involving Second, Fourth and Fifth grade students through participation in exploratory opportunities at the Franklin Institute Science Museum.	False
The Science curriculum, TWIG, was updated in the 2024-25 school year. The new curriculum provides a multi-sensory approach to science instruction utilizing; experiments, observation and real world problem solving skills,	False
Math MTSS enables teachers to identify strengths and areas of challenge to create and individualize small groups in a flexible instructional model.	True
The addition of IXL and mandated homework enables students to practice relevant skills to strengthen their areas of needs. The IXL program levels students assignments in a targeted format.	False
At Hillcrest Elementary School our School Counselor and School Principal support the college and career readiness initiatives. The School Counselor provides lessons to students that develop their social and emotional development and equips them for experiences outside of the school land in their local communities.	False
The PBIS program supports Character Counts highlights personal reflection and development which serves to increase confidence, positive behavior, self regulation and awareness of building initiatives.	True
Staff members are provided with trauma-informed care professional development training to build their knowledge of trauma-informed instruction. Through Lakeside Neurologic, a cohort of teachers are provided with small group consultation and coaching on trauma-informed care of students.	True
Hillcrest students receive small group instruction three days a week throughout the school year. Small group instruction will focus on growing students reading and math achievement levels to proficiency.	False
The Special Education department is continuing with IXL Math for our low incidence program to help students master essential skills at their own pace through fun and interactive questions, but in support, and motivating awards to help meet their IEP goals and objectives.	False
Hillcrest Elementary School implemented IXL Math for our K-5th grade students. IXL math is an adaptive computer-based program to help students master essential skills at their own pace through fun and interactive questions, but in support, and motivating awards.	True
The addition of PaTTAN workshops in a variety of topics including family engagement, supporting students with learning challenges and social emotional development enables teachers to have a greater understanding of students and family backgrounds.	False

Foster a culture of high expectations for success for all students, educators, families, and community members.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	False
Implement an evidence-based system of school-wide positive behavior interventions and supports.	False
Provide frequent, timely, and systematic feedback and support on instructional practices.	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 students exceeded the standard demonstrating growth by achieving an academic growth score of 72.0 percent or above during the 2024-2025 school year. The statewide average growth score was 75.4 percent. Hillcrest Elementary School students with disabilities scored 82%, 6.6% above the statewide average.	False
All students exceeded the standard demonstrating growth by achieving an academic growth score of 72.0 percent or above during the 2024-2025 school year. The statewide average growth score was 75.4 percent. Hillcrest Elementary School students with disabilities scored 82%, 6.6% above the statewide average.	False
English and Language Arts Pennsylvania State Standardized Assessments (PSSAs) there is evidence that all students at Hillcrest Elementary School is maintaining proficiency in English and Language Arts PSSA results from 2024-25. However, students scores indicate changes according to testing materials changing to the online platform.	False
The addition of a full time ELL teacher required a restructuring of the academic programming for ELL students.	False
A stronger home/school connection with also allow students to improve academically.	False
Math concepts and skill development are being assessed through online resources. This is a skill students need to learn and have experience with in order to improve their test scores.	True
Consistency with homework and family support.	True
Higher percentage of time on IXL, Amira and Waggle.	False
Some families have difficulty with consistent internet connections, which creates skewed data for homework completion.	True
Students at Hillcrest Elementary School need authentic experiences to explore various career options available. College and career lessons need to continue to spark students' interests and build their excitement for post-secondary learning. Hillcrest Elementary School will continually promote equitable practices to support college and career readiness, removing all barriers to support all learners.	True
Career readiness completion can be difficult with transfer students according to student entry dates.	False

English Language Learners are challenged with a clear understanding of career readiness paths.	True
We will continue to build the Hillcrest School community in order to maintain and enhance a home and school collaboration. It is imperative to have cooperation between students' home communities and school communities in order to provide the best possible learning environment for children. The goal is to develop a genuine partnership with students' families, as schools alone cannot address all of the students' developmental needs. When shared goals are established in students' home and school communities, students become invested in shared expectations. A strong home and school connection will develop students' passion for learning throughout their educational experiences and beyond.	False
School administration will continue to ensure that all instructional practices are aligned with the PA Framework for Teaching. The Danielson Framework for Teaching organizes instructional practices into four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Administrative learning walkthroughs and instructional coaching will continue to ensure students are provided with research-based experiences.	False
Data meetings will continue to be utilized during grade-level meetings throughout the school year to reflect on instructional formats and strategies that are impacting student achievement. Data meeting and goal-setting will be established to leverage student and teacher accountability.	False
Use multiple professional learning designs to support the learning needs of all staff.	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

At Hillcrest Elementary School all student groups did meet the 2025 state assessment measures in English language arts, and mathematics.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Math concepts and skill development are being assessed through online resources. This is a skill students need to learn and have experience with in order to improve their test scores.	Evaluation of the use of academic strands can be used to target specific skill sets to improve student academic needs.	True
Consistency with homework and family support.		False
Some families have difficulty with consistent internet connections, which creates skewed data for homework completion.		False
Students at Hillcrest Elementary School need authentic experiences to explore various career options available. College and career lessons need to continue to spark students' interests and build their excitement for post-secondary learning. Hillcrest Elementary School will continually promote equitable practices to support college and career readiness, removing all barriers to support all learners.		False
English Language Learners are challenged with a clear understanding of career readiness paths.	The ELL curriculum could include some career readiness lessons to prepare ELL students for the career readiness assignments.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
According to the 2024-25 PVAAS: Hillcrest exceeded the statewide average of 79.6^ with a. 88.2% attendance.	
The teachers in collaboration with the school administration team periodically review and analyze data trends of students, classrooms, and grade levels. Data sources include the 2024-25 English and Language Arts Pennsylvania State Standardized Assessments growth level movement.	Continue to improve data review protocols.
The Upper Darby School District has implemented new reading interventions that focus on increasing fluency and reading comprehension.	The new English language Arts (Into Reading) and mathematics curricula implemented (enVisions) are aligned with PA State Standards. These updated programs allow students to receive instruction that will allow them to be globally competitive with their counterparts.
Full time ELL teacher has enabled ELL students to have stability in their academic programming and English development. The collaboration between the ELL teacher and classroom teachers will help students	Hillcrest continues to make adaptations to improve curriculum supports for all ELL students.

increase test scores and acquire the skills necessary for longterm social emotional and academic growth,	
The scheduling of Math MTSS enables teachers to target math skills and allows students time to grow individually and academically.	
Matt MTSS enables teachers to identify strengths and areas of challenge to create and individualize small groups in a flexible instructional model.	
The PBIS program supports Character Counts highlights personal reflection and development which serves to increase confidence, positive behavior, self regulation and awareness of building initiatives.	
Staff members are provided with trauma-informed care professional development training to build their knowledge of trauma-informed instruction. Through Lakeside Neurologic, a cohort of teachers are provided with small group consultation and coaching on trauma-informed care of students.	
Hillcrest Elementary School implemented IXL Math for our K-5th grade students. IXL math is an adaptive computer-based program to help students master essential skills at their own pace through fun and interactive questions, but in support, and motivating awards.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Continue to implement computer skills based on curriculum needs.
	Hillcrest will provide school based support through English learning practices that will enhance student support throughout the school year.

Goal Setting

Priority: Continue to implement computer skills based on curriculum needs.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Provide curricular resources and assessment models to support the new ELA program.			
Measurable Goal Nickname (35 Character Max)			
Arts & Leatters			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Improve reading fluency	Target foundational skills including phonics	Target comprehension skills utilizing non-fiction text	Individualize reading lessons for specific student needs.

Priority: Hillcrest will provide school based support through English learning practices that will enhance student support throughout the school year.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
Provide curricular support for reading readiness.			
Measurable Goal Nickname (35 Character Max)			
ELL Literacy			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Phonics based learning	Word stretching	Intensive writing lessons	Word/Letter recognition

Action Plan

Measurable Goals

Arts & Leatters	ELL Literacy
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Action Plan For: MAP Data

Measurable Goals:
Provide curricular resources and assessment models to support the new ELA program.

Action Step		Anticipated Start Date	Anticipated Completion Date
Reading readiness proficiency		2026-09-14	2027-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Susan Campbell	ELA Curriculum (Arts & Letters) Professional Development Laptops	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
100% Participation	Throughout the SY Data meetings - bi-monthly Teacher departmentalization Teacher team teaching MAP Data MAP Fluency Data Curriculum assessments

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
MAP Data	Reading readiness proficiency

ELA Emersion

Action Step		
Reading readiness proficiency		
Audience		
Teachers and students K-5		
Topics to be Included		
Phonics, Word/Letter Recognition, Writing Skills, Reading Comprehension, Decoding		
Evidence of Learning		
Lesson Planning Implementation of Curriculum Assessment Scores		
Lead Person/Position	Anticipated Start	Anticipated Completion
Susan Campbell	2026-09-14	2027-06-15

Learning Format

Type of Activities	Frequency
Inservice day	Monthly
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 3a: Communicating with Students 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating with Families 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Susan Campbell	2026-05-14
School Improvement Facilitator Signature	Date