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Profile and Plan Essentials

School		AUN/Branch
Primos Elementary School		125239452
Address 1		
861 Bunting Lane		
Address 2		
City	State	Zip Code
Primos	Pa	19018
Chief School Administrator		Chief School Administrator Email
Dr. Daniel McGarry		dmcgarry@upperdarbysd.org
Principal Name		
William Rogers		
Principal Email		
brogers@upperdarbysd.org		
Principal Phone Number		Principal Extension
(610) 622-6755		
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	Parent	Primos El School	tramaine0722@gmail.com
Patricia Crumlish	Teacher	Primos El School	pcrumlish@upperdarbysd.org
Nancy Mount	Community Member	Primos El School	nmount@upperdarbysd.org
Dr. Daniel McGarry	Chief School Administrator	Superintendent of UDSD	dmcgarry@upperdarbysd.org
Dr. Ashwina Mosakowski	District Level Leaders	Director of Elementary Ed.	amosakowski@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!

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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	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Exceeded Mathematics Annual Academic Growth Expectations (PVAAS)	Mathematics with an academic growth score of 100. The statewide average growth score of 74.9
All student groups exceeded the standard demonstrating growth in Mathematics with an academic growth score of 100. The statewide average growth score of 74.9	Mathematics with an academic growth score of 100. The statewide average growth score of 74.9
All student groups exceeded the Statewide Achievement Average on the Science State Assessment for Proficient or Advanced.	64.8 percent of students were Proficient or Advanced on the Science State Assessment. The state average is 59.2 percent.

Challenges

Indicator	Comments/Notable Observations
Did Not Meet ELA State Assessment Measures for Proficient or Advanced.	In 2024, Primos did not meet the Statewide Average on ELA state assessments. 33.3% of the all student groups were proficient or advanced on ELA assessments. The Statewide Average is 53.9%
Did Not Meet Math State Assessment Measures for Proficient or Advanced.	In 2024, Primos did not meet the Statewide Average on the Mathematics state assessments. 32.2% of the all student groups were proficient or advanced on Mathematics assessments. The Statewide Average is 40.2%

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

Strengths

Indicator	Comments/Notable Observations
ELA PVAAS Data ESSA Student Subgroups	2024 PVAAS ELA: There is moderate evidence that fourth grade exceeded the standard for academic growth in the 3rd and 4th achievement groups. There is evidence that the school met the growth standard in the 2nd achievement

<p>African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>group. There were not enough students to define growth in the 1st and 5th achievement groups. There is moderate evidence that fifth grade exceeded the standard for academic growth in the 2nd achievement group. There is evidence that the school met the growth standard in the 1st achievement group. There were not enough students to define growth in the 3rd, 4th, and 5th achievement groups.</p>
<p>Indicator Mathematics PVAAS Data ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations 2024 PVAAS Mathematics: There is moderate evidence that fourth and fifth grade exceeded the standard for academic growth in the 1st, 2nd, and 4th achievement groups. There were not enough students to define growth in the 3rd and 5th achievement groups.</p>
<p>Indicator Evidence that Black, Economically Disadvantaged, and Combined Ethnicity students met the growth standard in ELA. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged</p>	<p>Comments/Notable Observations Student groups displayed evidence that they met the growth standard.</p>
<p>Indicator Science PVAAS Data ESSA Student Subgroups White</p>	<p>Comments/Notable Observations Student group displayed evidence that they met the growth standard.</p>
<p>Indicator Science PVAAS Data ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations 2024 PVAAS Science: There is moderate evidence that fourth grade exceeded the standard for academic growth in the 1st, 2nd, and 3rd achievement groups. There were not enough students to define growth in the 4th and 5th achievement groups.</p>

Challenges

Indicator Did Not Meet ELA State Assessment Measures for Proficient or Advanced. ESSA Student Subgroups African-American/Black, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations 31.9 percent of Primos' economically disadvantaged student group were proficient or advanced on ELA state assessment in 2024, but 71 percent did meet the standard for demonstrating growth. 28.7 percent of Primos' black student group were proficient or advanced on ELA state assessment, but 77 percent did meet the standard for demonstrating growth. 36.6 percent of Primos' white student group were proficient or advanced on ELA state assessment, 56 percent met the standard for demonstrating growth. 9.2 percent of Primos' Students with Disabilities student group were proficient or advanced on ELA state assessment, 50 percent met the standard for demonstrating growth.
Indicator Did Not Meet Mathematics State Assessment Measures for Proficient or Advanced. ESSA Student Subgroups African-American/Black, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations 29.6 percent of Primos' economically disadvantaged student group were proficient or advanced on Mathematics state assessment, but exceeded the standard for demonstrating growth. 26.4 percent of Primos' black student group were proficient or advanced on Mathematics state assessment, but exceeded the standard for demonstrating growth. 33.8 percent of Primos' white student group were proficient or advanced on Mathematics state assessment in, but exceeded the standard for demonstrating growth. 12.3 percent of Primos' Students with Disabilities student group were proficient or advanced on Mathematics state assessment, but met the standard for demonstrating growth.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

All student groups exceeded the standard demonstrating growth in Mathematics with an academic growth score of 100. The statewide average growth score of 74.9.
All student groups exceeded the Statewide Average on the Science State Assessment for Proficient or Advanced.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

All student groups did not meet the ELA State Assessment Achievement Goal for Proficient or Advanced.
All student groups did not meet the Mathematics State Assessment Achievement Goal for Proficient or Advanced.
All student groups did not meet the Science State Assessment Achievement Goal for Proficient or Advanced.

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Local Assessment

English Language Arts

Data	Comments/Notable Observations
Grade Specific PVAAS Data	According to the 2024-2025 PVAAS data, 5th grade ELA students showed evidence that it met the PA standard for Academic Growth.
Fifth Grade NWEA MAP ELA Fall to Spring Benchmark Assessments	According to the 2024-2025 NWEA MAP Reading assessment, fifth grade students exceeded projected RIT growth from the Fall to the Spring. The average Fall RIT score was 205.6 and increased to an average RIT score of 210.3. Students increased 4.7 RIT points of growth. The national 50th percentile is a growth of 4.6 RIT points from Fall to Spring Benchmarks.
Fourth Grade NWEA MAP ELA Fall and Spring Benchmark Assessments	According to the 2024-2025 NWEA MAP Reading assessment, fourth grade students exceeded projected RIT growth from the Fall to the Spring. The average Fall RIT score was 186.7 and increased to an average RIT score of 194.3 in the Spring. Students increased 7.6 RIT points of growth. The national 50th percentile is a growth of 5.82 RIT points from Fall to Spring Benchmarks.
Third Grade NWEA MAP ELA Fall and Spring Benchmark Assessments	According to the 2024-2025 NWEA MAP Reading assessment, third grade students exceeded the projected RIT growth from the Fall to the Spring. The average Fall RIT score was 179.4 and increased to an average RIT score of 191.1 in the Spring. Students increased 11.7 RIT points of growth. The national 50th percentile is a growth of 10.5 RIT points from Fall to Spring Benchmarks.

English Language Arts Summary

Strengths

With the assistance of staff, students set attainable RIT goals based on their individual Learning Continuum.
School staff regularly reviews and analyzes data trends of students, classrooms, and grade levels. Data sources include 2024 English and Language Arts Pennsylvania State Standardized Assessments growth level movement, NWEA MAP ELA benchmark assessment proficiency levels, and NWEA MAP ELA benchmark assessment growth level movement.
The school district has implements a reading program that focuses on explicitly and systemically teaching the key components of reading development. Houghton Mifflin Harcourt's Into Reading curriculum focuses on building students reading, writing, listening, and speaking skills in a balanced guided reading approach.
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 upon developing instructional learning targets, fostering student engagement, reading curriculum lesson development, and trauma informed care strategies. Furthermore, Reading Specialist are scheduled to provide extra reaching support each day in grades 1 and 2.

Challenges

On the Winter 2024-2025 NWEA MAP Reading assessment 53.6 percent of third grade students were proficient/advanced, 55.9 percent of fourth grade students were proficient/advanced, and 71.0 percent of fifth grade students were proficient/advanced.
According to 2024 ELA state assessment 52 percent of third grade students were proficient/advanced, 27 percent of fourth grade students were proficient/advanced, and 53.1 percent of fifth grade students were proficient/advanced. These scores do not meet the statewide 2030 goal of 81.1% proficiency.

Mathematics

Data	Comments/Notable Observations
Grade Specific PVAAS Data	According to the 2024 PVAAS data, 4th and 5th grade Mathematics students showed significant evidence that it exceeded the PA standard for Academic Growth.
Fifth Grade NWEA MAP Mathematics Fall to Winter Benchmark Assessments	According to the 2024-2025 NWEA MAP mathematics assessment, fifth grade students exceeded projected RIT growth from the Fall to the Spring. The average Fall RIT score was 200.1 and increased to an average RIT score of 210 in the Spring. Students increased 9.9 RIT points of growth. The national 50th percentile is a growth of 9.61 RIT points from Fall to Spring Benchmarks.
Fourth Grade NWEA MAP Mathematics Fall to Winter Benchmark Assessments	According to the 2024-2025 NWEA MAP mathematics assessment, fourth grade students exceeded projected RIT growth from the Fall to the Spring. The average Fall RIT score was 194.2 and increased to an average RIT score of 207.9 in the Spring. Students increased 13.7 RIT points of growth. The national 50th percentile is a growth of 10.96 RIT points from Fall to Spring Benchmarks.
Third Grade NWEA MAP Mathematics Fall and Winter Benchmark Assessments	According to the 2024-2025 NWEA MAP Mathematics assessment, third grade students did not meet the projected RIT growth from the Fall to the Spring The average Fall RIT score was 182.4 and increased to an average RIT score of 194.8 in the Spring. Students increased 12.4 RIT points of growth. The national 50th percentile is a growth of 12.6 RIT points from Fall to Spring Benchmarks.

Mathematics Summary

Strengths

School staff regularly reviews and analyzes data trends of students, classrooms, and grade levels. Data sources include 2024 Mathematics Pennsylvania State Standardized Assessments growth level movement, NWEA MAP Mathematics benchmark assessment proficiency levels, and NWEA MAP Mathematics benchmark assessment growth level movement.
With the assistance of staff, students set attainable RIT goals based on their individual Learning Continuum.
Staff utilizes MAP data to plan and further differentiate during Mathematics MTSS.

Challenges

According to 2024 Mathematics state assessment 31 percent of third grade students were proficient/advanced, 16 percent of fourth grade students were proficient/advanced, and 36.7 percent of fifth grade students were proficient/advanced. These scores do not meet the statewide 2030 goal of 71.8 percent proficiency.

On the 2024-2025 Winter NWEA MAP Mathematics assessment 37.6 percent of third grade students were proficient/advanced, 20.6 percent of fourth grade students were proficient/advanced, and 28.1 percent of fifth grade students were proficient/advanced.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Future Ready PA Index	All Student Group Meets the Standard Demonstrating Growth at 89.
Future Ready PA Index	All Student Group Did Meet Interim Goal/Improvement Target at 68.8 percent proficiency. The statewide average is 54.4 percent.

Science, Technology, and Engineering Education Summary

Strengths

The district began utilizing a new science program in the 2022-2023 school year. Staff will continue to evolve and construct highly engaging lessons.

Challenges

All Student Group did not Meet Interim Goal/Improvement Target.

All Student Group did not meet the Standard for Demonstrating Growth.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	100 percent of the all student group exceeded the career 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 the all student group exceeded the career performance standard.
Primos Elementary utilizes the Naviance program for students in grades 3-5.

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 Primos Elementary School need authentic experiences to explore various career options available.
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Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Proficient or Advanced on ELA PSSA 2024	9.2 percent of students with disabilities were proficient or advanced.
Proficient or Advanced on Mathematics PSSA 2024	13 percent of students with disabilities were proficient or advanced.
Meeting ELA Annual Academic Growth (PVAAS) 2023-2024	Students with disabilities did not meet the standard for demonstrating growth in ELA. The ELA growth score was 50.
Meeting Mathematics Annual Academic Growth (PVAAS) 2023-2024	Students with disabilities exceeded the standard for demonstrating growth in Math. The Math growth score was 76

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Proficient or Advanced on ELA on the 2023-2024 PSSA	31.9 percent of students considered economically disadvantaged were proficient or advanced.
Proficient or Advanced on Mathematics the 2023-2024 PSSA	29.6 percent of students considered economically disadvantaged were proficient or advanced.
Meeting ELA Academic Growth (PVAAS) 2023-2024	Within the all student group at Primos students considered economically disadvantaged received a score of 71 and met the standard for demonstrating growth.
Meeting Mathematics Academic Growth (PVAAS) 2023-2024	Within the all student group at Primos students considered economically disadvantaged received a score of 100 and exceeded the standard for demonstrating growth.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Based on the 2024 Pennsylvania Standardized State Assessments (PSSAs) proficiency goals for ELA, 28.7 percent of African American students scored proficient or advanced. This is a decrease from 43.7 percent in 2022.
Black	Based on the 2024 Pennsylvania Standardized State Assessments (PSSAs) proficiency goals for mathematics, 26.4 percent of African American students scored proficient or advanced. This is an increase from 26.1 percent in 2022.
White	Based on the 2024 Pennsylvania Standardized State Assessments (PSSAs) proficiency goals for mathematics, 33.8 percent of white students scored proficient or advanced. This is an increase from 30.2 percent in 2022.
White	Based on the 2024 Pennsylvania Standardized State Assessments (PSSAs) proficiency goals for ELA, 36.6 percent of white students scored proficient or advanced, this was a decrease from 50 percent in 2022.

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.
Deep Equity PD- Equity Team will conduct professional development to break down barriers, and to continue to create open dialogue and opportunities to improve equality among staff and students.
Teachers are trained and implement Restorative Practices with their students.
Monthly 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.
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,

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.

Instruction, and Professional Responsibilities. Administrative learning walkthroughs and instructional coaching will continue to ensure students are provided with research based experiences.

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Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
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	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
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	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?

Primos is a building that encourages and continues to develop positive relationships and respect among peers and adults as well as high academic expectations for all of its students.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
Implement an evidence-based system of school-wide positive behavior interventions and supports.

Challenges

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

Align curricular materials and lesson plans to the PA Standards.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

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 groups exceeded the standard demonstrating growth in Mathematics with an academic growth score of 100. The statewide average growth score of 74.9.	False
All student groups exceeded the Statewide Average on the Science State Assessment for Proficient or Advanced.	False
With the assistance of staff, students set attainable RIT goals based on their individual Learning Continuum.	True
School staff regularly reviews and analyzes data trends of students, classrooms, and grade levels. Data sources include 2024 English and Language Arts Pennsylvania State Standardized Assessments growth level movement, NWEA MAP ELA benchmark assessment proficiency levels, and NWEA MAP ELA benchmark assessment growth level movement.	True
Teachers are trained and implement Restorative Practices with their students.	True
The school district has implements a reading program that focuses on explicitly and systemically teaching the key components of reading development. Houghton Mifflin Harcourt's Into Reading curriculum focuses on building students reading, writing, listening, and speaking skills in a balanced guided reading approach.	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 upon developing instructional learning targets, fostering student engagement, reading curriculum lesson development, and trauma informed care strategies. Furthermore, Reading Specialist are scheduled to provide extra reaching support each day in grades 1 and 2.	True
School staff regularly reviews and analyzes data trends of students, classrooms, and grade levels. Data sources include 2024 Mathematics Pennsylvania State Standardized Assessments growth level movement, NWEA MAP Mathematics benchmark assessment proficiency levels, and NWEA MAP Mathematics benchmark assessment growth level movement.	True
The district began utilizing a new science program in the 2022-2023 school year. Staff will continue to evolve and construct highly engaging lessons.	False
100 percent of the all student group exceeded the career performance standard.	False
Primos Elementary utilizes the Naviance program for students in grades 3-5.	True
	False

Monthly 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.	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
Deep Equity PD- Equity Team will conduct professional development to break down barriers, and to continue to create open dialogue and opportunities to improve equality among staff and students.	True
Primos is a building that encourages and continues to develop positive relationships and respect among peers and adults as well as high academic expectations for all of its students.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	True
Implement an evidence-based system of school-wide positive behavior interventions and supports.	True
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,	True
Staff utilizes MAP data to plan and further differentiate during Mathematics MTSS.	True
With the assistance of staff, students set attainable RIT goals based on their individual Learning Continuum.	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 groups did not meet the ELA State Assessment Achievement Goal for Proficient or Advanced.	True
All student groups did not meet the Mathematics State Assessment Achievement Goal for Proficient or Advanced.	True
All student groups did not meet the Science State Assessment Achievement Goal for Proficient or Advanced.	False
According to 2024 Mathematics state assessment 31 percent of third grade students were proficient/advanced, 16 percent of fourth grade students were proficient/advanced, and 36.7 percent of fifth grade students were proficient/advanced. These scores do not meet the statewide 2030 goal of 71.8 percent proficiency.	True
According to 2024 ELA state assessment 52 percent of third grade students were proficient/advanced, 27 percent of fourth grade students were proficient/advanced, and 53.1 percent of fifth grade students were proficient/advanced. These scores do not meet the statewide 2030 goal of 81.1% proficiency.	True
Students at Primos Elementary School need authentic experiences to explore various career options available.	True

Instruction, and Professional Responsibilities. Administrative learning walkthroughs and instructional coaching will continue to ensure students are provided with research based experiences.	False
	False
Align curricular materials and lesson plans to the PA Standards.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	False
On the Winter 2024-2025 NWEA MAP Reading assessment 53.6 percent of third grade students were proficient/advanced, 55.9 percent of fourth grade students were proficient/advanced, and 71.0 percent of fifth grade students were proficient/advanced.	True
On the 2024-2025 Winter NWEA MAP Mathematics assessment 37.6 percent of third grade students were proficient/advanced, 20.6 percent of fourth grade students were proficient/advanced, and 28.1 percent of fifth grade students were proficient/advanced.	False
All Student Group did not meet the Standard for Demonstrating Growth.	False
All Student Group did not Meet Interim Goal/Improvement Target.	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.

According to the 2024 PVAAS data, students at Primos Elementary School are meeting or exceeding expectations in growth in Mathematics. Despite the growth data, the achievement data indicates that Primos students are not meeting the state benchmarks of achievement in both Mathematics and ELA, and Science.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All student groups did not meet the ELA State Assessment Achievement Goal for Proficient or Advanced.	33.3% of students are proficient or advanced on the ELA PSSA. Primos students were 45.7% the previous year.	True
All student groups did not meet the Mathematics State Assessment Achievement Goal for Proficient or Advanced.	32.2% of students are proficient or advanced on the Mathematics PSSA. Despite these barriers, Primos continues to exceed growth expectations annually.	True
According to 2024 Mathematics state assessment 31 percent of third grade students were proficient/advanced, 16 percent of fourth grade students were proficient/advanced, and 36.7 percent of fifth grade students were proficient/advanced. These scores do not meet the statewide 2030 goal of 71.8 percent proficiency.	The Primos community will continue to utilize the MAP Learning Continuum and standards based assessments to plan and set individualized student goals to ensure continued growth.	True
Students at Primos Elementary School need authentic experiences to explore various career options available.		False
Align curricular materials and lesson plans to the PA Standards.	Primos will continue to strengthen knowledge of PA Standards. This knowledge will be utilized to strengthen lesson plans, engagement, and realtime feedback.	True
On the Winter 2024-2025 NWEA MAP Reading assessment 53.6 percent of third grade students were proficient/advanced, 55.9 percent of fourth grade students were proficient/advanced, and 71.0 percent of fifth grade students were proficient/advanced.		False
According to 2024 ELA state assessment 52 percent of third grade students were proficient/advanced, 27 percent of fourth grade students were proficient/advanced, and 53.1 percent of fifth grade students were proficient/advanced. These scores do not meet the statewide 2030 goal of 81.1% proficiency.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
With the assistance of staff, students set attainable RIT goals based on their individual Learning Continuum.	
School staff regularly reviews and analyzes data trends of students, classrooms, and grade levels. Data sources include 2024 English and Language Arts Pennsylvania State Standardized Assessments growth level movement, NWEA MAP ELA benchmark assessment proficiency levels, and NWEA MAP ELA benchmark assessment growth level movement.	
The school district has implements a reading program that focuses on explicitly and systemically teaching the key components of reading development. Houghton Mifflin Harcourt's Into Reading curriculum focuses on building students reading, writing, listening, and speaking skills in a balanced guided reading approach.	
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 upon developing instructional learning targets, fostering student engagement, reading curriculum lesson development, and trauma informed care strategies. Furthermore, Reading Specialist are scheduled to provide extra reaching support each day in grades 1 and 2.	
Teachers are trained and implement Restorative Practices with their students.	
Monthly 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.	
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.	Lakeside Neurologic, Deep Equity Training, Restorative Practices
Deep Equity PD- Equity Team will conduct professional development to break down barriers, and to continue to create open dialogue and opportunities to improve equality among staff and students.	

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,	
School staff regularly reviews and analyzes data trends of students, classrooms, and grade levels. Data sources include 2024 Mathematics Pennsylvania State Standardized Assessments growth level movement, NWEA MAP Mathematics benchmark assessment proficiency levels, and NWEA MAP Mathematics benchmark assessment growth level movement.	Starting in the 2019-2020 school year, Primos adopted a departmentalized instruction model for our fourth and fifth grade classes. This allows educators to hone in on specific content based strategies, while allowing students to receive rigorous lessons.
Primos Elementary utilizes the Naviance program for students in grades 3-5.	
Primos is a building that encourages and continues to develop positive relationships and respect among peers and adults as well as high academic expectations for all of its students.	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	
Implement an evidence-based system of school-wide positive behavior interventions and supports.	
With the assistance of staff, students set attainable RIT goals based on their individual Learning Continuum.	
Staff utilizes MAP data to plan and further differentiate during Mathematics MTSS.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	45.7% of students are proficient or advanced on the ELA PSSA. Despite these barriers, Primos continues to exceed growth expectations annually.
	29.8% of students are proficient or advanced on the Mathematics PSSA. Despite these barriers, Primos continues to exceed growth expectations annually.
	The Primos community will continue to utilize the MAP Learning Continuum and standards based assessments to plan and set individualized student goals to ensure continued growth.
	Primos will continue to strengthen knowledge of PA Standards. This knowledge will be utilized to strengthen lesson plans, engagement, and realtime feedback.

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Goal Setting

Priority: 45.7% of students are proficient or advanced on the ELA PSSA. Despite these barriers, Primos continues to exceed growth expectations annually.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
The fourth grade student group will meet the 2020 expected reading student growth norm of 8.16, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark.			
Measurable Goal Nickname (35 Character Max)			
ELA Fourth Grade Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Exceed 5.82 RIT growth	NA	Exceed 2.33 RIT growth	Exceed a total of 8.16 RIT growth from beginning of the year to end of the year.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
The fifth grade student group will meet the 2020 expected reading student growth norm of 6.50, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark.			
Measurable Goal Nickname (35 Character Max)			
ELA Fifth Grade Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Exceed 4.64 RIT growth	NA	Exceed 1.86 RIT growth	Exceed a total of 6.50 RIT growth from beginning of the year to end of the year.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
The third grade student group will meet the 2020 expected reading student growth norm of 10.50, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark.			
Measurable Goal Nickname (35 Character Max)			
ELA Third Grade Goal			

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Exceed 7.28 RIT growth	NA	Exceed 3.22 RIT growth	Exceed a total of 10.50 RIT growth from beginning of the year to end of the year.

Priority: The Primos community will continue to utilize the MAP Learning Continuum and standards based assessments to plan and set individualized student goals to ensure continued growth.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Staff will empower students through guided goal planning. Students will be aware of their goals and devise a plan to meet their goals.			
Measurable Goal Nickname (35 Character Max)			
Learning Continuum Goal Planning			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
MAP growth data exceeds the 2020 Growth Norms for each grade.	NA	MAP growth data exceeds the 2020 Growth Norms for each grade.	MAP growth data exceeds the 2020 Growth Norms for each grade.

Priority: Primos will continue to strengthen knowledge of PA Standards. This knowledge will be utilized to strengthen lesson plans, engagement, and realtime feedback.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Administration will conduct, document, and provide realtime feedback for teachers.			
Measurable Goal Nickname (35 Character Max)			
Learning Walks			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Learning Walk data and MAP growth data exceeds the 2020 Growth Norms for each grade.	Learning Walk data and MAP growth data exceeds the 2020 Growth Norms for each grade.	Learning Walk data and MAP growth data exceeds the 2020 Growth Norms for each grade.	Learning Walk data and MAP growth data exceeds the 2020 Growth Norms for each grade.

Priority: 29.8% of students are proficient or advanced on the Mathematics PSSA. Despite these barriers, Primos continues to exceed growth expectations annually.

Outcome Category
Mathematics

Measurable Goal Statement (Smart Goal)			
The third grade student group will meet the 2020 expected mathematics student growth norm of 12.60, as specified by NWEA, from the beginning of the year to the end of the year mathematics MAP benchmark.			
Measurable Goal Nickname (35 Character Max)			
Math Third Grade Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Exceed 7.75 RIT growth	NA	Exceed 4.68 RIT growth	Exceed a total of 12.60 RIT growth from beginning of the year to end of the year.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
The fourth grade student group will meet the 2020 expected mathematics student growth norm of 10.96, as specified by NWEA, from the beginning of the year to the end of the year mathematics MAP benchmark.			
Measurable Goal Nickname (35 Character Max)			
Math Fourth Grade Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Exceed 6.50 RIT growth	NA	Exceed 4.46 RIT growth	Exceed a total of 10.96 RIT growth from beginning of the year to end of the year.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
The fifth grade student group will meet the 2020 expected mathematics student growth norm of 9.61, as specified by NWEA, from the beginning of the year to the end of the year mathematics MAP benchmark.			
Measurable Goal Nickname (35 Character Max)			
Math Fifth Grade Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Exceed 5.56 RIT growth	NA	Exceed 4.05 RIT growth	Exceed a total of 9.61 RIT growth from beginning of the year to end of the year.

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Action Plan

Measurable Goals

ELA Fifth Grade Goal	ELA Third Grade Goal
ELA Fourth Grade Goal	Learning Continuum Goal Planning
Learning Walks	Math Third Grade Goal
Math Fourth Grade Goal	Math Fifth Grade Goal

Action Plan For: Envisions Mathematics

Measurable Goals:
<ul style="list-style-type: none"> The fifth grade student group will meet the 2020 expected mathematics student growth norm of 9.61, as specified by NWEA, from the beginning of the year to the end of the year mathematics MAP benchmark. Administration will conduct, document, and provide realtime feedback for teachers. The fourth grade student group will meet the 2020 expected mathematics student growth norm of 10.96, as specified by NWEA, from the beginning of the year to the end of the year mathematics MAP benchmark. Staff will empower students through guided goal planning. Students will be aware of their goals and devise a plan to meet their goals. The third grade student group will meet the 2020 expected mathematics student growth norm of 12.60, as specified by NWEA, from the beginning of the year to the end of the year mathematics MAP benchmark.

Action Step		Anticipated Start/Completion Date	
In the 2025-2026 school year, all elementary grades will continue to implement the Envisions Mathematics program. This program seeks to help students develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling.		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal District Math Supervisor Director of Curriculum	Envision curricular materials and SAVVAS online access for teachers and students.	Yes	
Action Step		Anticipated Start/Completion Date	
Align curricular materials and lesson plans to the PA Standards. Primos will continue to strengthen knowledge of PA Standards. This knowledge will be utilized to strengthen lesson plans, engagement, and real-time feedback.		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Principal Assistant Principal District Math Supervisor Director of Curriculum	PA State Standards. Envision curricular materials and SAVVAS online access for teachers and students.	Yes	
Action Step		Anticipated Start/Completion Date	
Staff will empower students through guided goal planning. Students will be aware of their goals and devise a plan to meet their goals.		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	MAP Learning Continuum Data	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
An increase in overall student achievement and growth in the area of Mathematics.	NWEA MAP Fall, Winter and Spring assessment data will be monitored to track progress. This information will be reviewed at quarterly data meetings and used to guide instructional decisions for school, classroom, and individual student needs.

Action Plan For: ELA - Into Reading

Measurable Goals:
<ul style="list-style-type: none"> The fifth grade student group will meet the 2020 expected reading student growth norm of 6.50, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark. The third grade student group will meet the 2020 expected reading student growth norm of 10.50, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark. The fourth grade student group will meet the 2020 expected reading student growth norm of 8.16, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark. Administration will conduct, document, and provide realtime feedback for teachers. Staff will empower students through guided goal planning. Students will be aware of their goals and devise a plan to meet their goals.

Action Step	Anticipated Start/Completion Date	
In the 2025-2026 school year, all elementary grades will continue to implement the HMH Into Reading program. The Into Reading curriculum provides students with the following supports:	2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?

Principal Assistant Principal District ELA Supervisor Director of Curriculum	HMH Into Reading curriculum / Online components / online resources	Yes	
Action Step		Anticipated Start/Completion Date	
Align curricular materials and lesson plans to the PA Standards. Primos will continue to strengthen knowledge of PA Standards. This knowledge will be utilized to strengthen lesson plans, engagement, and real-time feedback.		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal District ELA Supervisor Director of Curriculum	PA State Standards. HMH Into Reading curriculum / Online components / online resources Chromebooks Virtual Professional Development Trainings	Yes	
Action Step		Anticipated Start/Completion Date	
Staff will empower students through guided goal planning. Students will be aware of their goals and devise a plan to meet their goals.		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	MAP Learning Continuum Data	Yes	
Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)		
An increase in overall student achievement and growth in the area of ELA.	NWEA MAP Fall, Winter and Spring assessment data will be monitored to track progress. This information will be reviewed at quarterly data meetings and used to guide instructional decisions for school, classroom, and individual student needs.		

Action Plan For: IXL Program

Measurable Goals:
<ul style="list-style-type: none"> The fifth grade student group will meet the 2020 expected reading student growth norm of 6.50, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark. The fifth grade student group will meet the 2020 expected mathematics student growth norm of 9.61, as specified by NWEA, from the beginning of the year to the end of the year mathematics MAP benchmark. The third grade student group will meet the 2020 expected reading student growth norm of 10.50, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark. The fourth grade student group will meet the 2020 expected reading student growth norm of 8.16, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark. Administration will conduct, document, and provide realtime feedback for teachers.

- The fourth grade student group will meet the 2020 expected mathematics student growth norm of 10.96, as specified by NWEA, from the beginning of the year to the end of the year mathematics MAP benchmark.
- Staff will empower students through guided goal planning. Students will be aware of their goals and devise a plan to meet their goals.
- The third grade student group will meet the 2020 expected mathematics student growth norm of 12.60, as specified by NWEA, from the beginning of the year to the end of the year mathematics MAP benchmark.

Action Step		Anticipated Start/Completion Date	
Implement IXL and Professional Development for Primos staff. Teachers will strategically utilize MAP Data/Learning Continuum, Into Reading, and Envisions Data to build individualized IXL programming to meet and reinforce students' individual needs.		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	MAP, Into Reading, and Envisions Data IXL Program	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
An increase in overall student achievement and growth in the areas of ELA and Mathematics.	IXL and NWEA MAP Fall, Winter and Spring assessment data will be monitored to track progress. This information will be reviewed at quarterly data meetings and used to guide instructional decisions for school, classroom, and individual student needs.

Action Plan For: PBIS, Restorative Practices, Youth Court, and Trauma Informed Care

Measurable Goals:
<ul style="list-style-type: none"> • The fifth grade student group will meet the 2020 expected reading student growth norm of 6.50, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark. • The fifth grade student group will meet the 2020 expected mathematics student growth norm of 9.61, as specified by NWEA, from the beginning of the year to the end of the year mathematics MAP benchmark. • The third grade student group will meet the 2020 expected reading student growth norm of 10.50, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark. • The fourth grade student group will meet the 2020 expected reading student growth norm of 8.16, as specified by NWEA, from the beginning of the year to the end of the year ELA MAP benchmark. • Administration will conduct, document, and provide realtime feedback for teachers. • The fourth grade student group will meet the 2020 expected mathematics student growth norm of 10.96, as specified by NWEA, from the beginning of the year to the end of the year mathematics MAP benchmark.

- Staff will empower students through guided goal planning. Students will be aware of their goals and devise a plan to meet their goals.
- The third grade student group will meet the 2020 expected mathematics student growth norm of 12.60, as specified by NWEA, from the beginning of the year to the end of the year mathematics MAP benchmark.

Action Step		Anticipated Start/Completion Date	
Principal, Assistant Principal, and PBIS coach will lead our tier 1 and tier 2 team. Team will meet bi-weekly and develop lesson plans and positive behavior incentives that can be implemented school wide. Our tier 2 team meets weekly to look at data and develop behavior plans for students struggling to behave. The Principal and Social worker will start tier 3 interventions for students unable to make progress in tier 2.		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal PBIS Coach PBIS Team Youth Court Teacher	PBIS and Social Emotional Curriculum Monthly PBIS meetings.	No	
Action Step		Anticipated Start/Completion Date	
Staff will continue to plan and engage students in Restorative Practice activities.		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Training through the International Institute of Restorative Practices. Administrators are turnaround trainers.	Yes	
Action Step		Anticipated Start/Completion Date	
Staff will continue to plan and engage students in Restorative Practice activities.		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Training through the International Institute of Restorative Practices. Administrators are turnaround trainers.	Yes	
Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
School will improve the climate and culture of the school environment. Behavioral incidents will decrease which will maximize instructional time.		Weekly behavioral data monitored by staff. Monthly behavioral data monitored by PBIS Team.	

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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.

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Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Envisions Mathematics	In the 2025-2026 school year, all elementary grades will continue to implement the Envisions Mathematics program. This program seeks to help students develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling.
Envisions Mathematics	Align curricular materials and lesson plans to the PA Standards. Primos will continue to strengthen knowledge of PA Standards. This knowledge will be utilized to strengthen lesson plans, engagement, and real-time feedback.
Envisions Mathematics	Staff will empower students through guided goal planning. Students will be aware of their goals and devise a plan to meet their goals.
ELA - Into Reading	In the 2025-2026 school year, all elementary grades will continue to implement the HMH Into Reading program. The Into Reading curriculum provides students with the following supports:
ELA - Into Reading	Align curricular materials and lesson plans to the PA Standards. Primos will continue to strengthen knowledge of PA Standards. This knowledge will be utilized to strengthen lesson plans, engagement, and real-time feedback.
ELA - Into Reading	Staff will empower students through guided goal planning. Students will be aware of their goals and devise a plan to meet their goals.
IXL Program	Implement IXL and Professional Development for Primos staff. Teachers will strategically utilize MAP Data/Learning Continuum, Into Reading, and Envisions Data to build individualized IXL programing to meet and reinforce students' individual needs.
PBIS, Restorative Practices, Youth Court, and Trauma Informed Care	Staff will continue to plan and engage students in Restorative Practice activities.
PBIS, Restorative Practices, Youth Court, and Trauma Informed Care	Youth Court teacher will train students to implement peer court cases and reinforce expectations through logical interventions.

ELA Programming and Resources

Action Step
<ul style="list-style-type: none"> In the 2025-2026 school year, all elementary grades will continue to implement the HMH Into Reading program. The Into Reading curriculum provides students with the following supports: Align curricular materials and lesson plans to the PA Standards. Primos will continue to strengthen knowledge of PA Standards. This knowledge will be utilized to strengthen lesson plans, engagement, and real-time feedback. Staff will empower students through guided goal planning. Students will be aware of their goals and devise a plan to meet their goals.

Audience		
Classroom teachers, reading specialists, ELL and Special Education teachers		
Topics to be Included		
Utilize our ELA programming and the PA State Standards with a focus on Guided Reading, Foundational Skills and Skill and Strategy. Students who are receiving additional targeted support through Tier II or Tier III will received instruction using the Foundations or Heggerty interventions.		
Evidence of Learning		
Student data, classroom walkthroughs, and observations.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Assistant Principal, and district supervisors	2025-08-25	2026-06-10

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	District and school based In-service days, Faculty Meetings, Monthly Data Meetings and weekly Grade Level Meeting.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1f: Designing Student Assessments 1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	District and school based In-service days, Faculty Meetings, Monthly Data Meetings and weekly Grade Level Meeting.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 	

<ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 4f: Showing Professionalism
This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

Mathematics Programming and Resources

Action Step		
<ul style="list-style-type: none"> • In the 2025-2026 school year, all elementary grades will continue to implement the Envisions Mathematics program. This program seeks to help students develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling. • Align curricular materials and lesson plans to the PA Standards. Primos will continue to strengthen knowledge of PA Standards. This knowledge will be utilized to strengthen lesson plans, engagement, and real-time feedback. • Staff will empower students through guided goal planning. Students will be aware of their goals and devise a plan to meet their goals. 		
Audience		
Teaching and Support Staff		
Topics to be Included		
Implementation of EnVisions, IXL, and using data to drive these programs with fidelity.		
Evidence of Learning		
Student data, classroom walkthroughs, and observations.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Assistant Principal, District Supervisors	2025-08-25	2026-06-10

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	District and school based In-service days, Faculty Meetings, Monthly Data Meetings and weekly Grade Level Meeting.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes 	

<ul style="list-style-type: none"> • 1d: Demonstrating Knowledge of Resources • 4a: Reflecting on Teaching • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 4f: Showing Professionalism
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	District and school based In-service days, Faculty Meetings, Monthly Data Meetings and weekly Grade Level Meeting.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 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 • 1f: Designing Student Assessments • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 4f: Showing Professionalism 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Creating a Safe, Respectful, and Responsible Learning Environment

Action Step
<ul style="list-style-type: none"> • Staff will continue to plan and engage students in Restorative Practice activities. • Youth Court teacher will train students to implement peer court cases and reinforce expectations through logical interventions. • Staff will empower students through guided goal planning. Students will be aware of their goals and devise a plan to meet their goals.
Audience
School Staff and students
Topics to be Included
Social Emotion Learning, mindfulness, Trauma Informed Care, Youth Court, and Restorative Practices.

Evidence of Learning		
Student data, classroom walkthroughs, and observations.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Assistant Principal, and staff	2025-08-25	2026-06-10

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	District and school based In-service days, Faculty Meetings, Monthly Data Meetings and weekly Grade Level Meeting.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 3c: Engaging Students in Learning • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching • 4b: Maintaining Accurate Records • 4c: Communicating with Families • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 4f: Showing Professionalism 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Creating a Safe, Respectful, and Responsible Learning Environment

Action Step
<ul style="list-style-type: none"> • Staff will continue to plan and engage students in Restorative Practice activities. • Youth Court teacher will train students to implement peer court cases and reinforce expectations through logical interventions. • Staff will empower students through guided goal planning. Students will be aware of their goals and devise a plan to meet their goals.
Audience
School Staff and students
Topics to be Included

Social Emotion Learning, mindfulness, Trauma Informed Care, Youth Court, and Restorative Practices.		
Evidence of Learning		
Student data, classroom walkthroughs, and observations.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Assistant Principal, and staff	2025-08-25	2026-06-10

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	District and school based In-service days, Faculty Meetings, Monthly Data Meetings, weekly Grade Level Meeting, and Student of the Month Assemblies.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 3c: Engaging Students in Learning • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching • 4b: Maintaining Accurate Records • 4c: Communicating with Families • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 4f: Showing Professionalism 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
William C. Rogers II	2025-05-30
School Improvement Facilitator Signature	Date
William C. Rogers II	2025-05-30