**Hillcrest El Sch**
School Plan | 2025 - 2026

# Profile and Plan Essentials

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| **School** | AUN/Branch |
| Hillcrest Elementary School | 125239452 |
| **Address 1** |
| 2601 Bond Avenue |
| **Address 2** |
|  |
| **City** | **State** | **Zip Code** |
| Drexel Hill | PA | 19026-1898 |
| **Chief School Administrator** | **Chief School Administrator Email** |
| Dr. Daniel McGarry | dmcgarry@upperdarbysd.org |
| **Principal Name** |
| Susan Campbell |
| **Principal Email** |
| scampbell@upperdarbysd.org |
| **Principal Phone Number** | **Principal Extension** |
| 6103315312 | 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/Building Administration?Upper Darby School District  | scampbell@upperdarbysd.org  |
| Alyse Gonzalez  | Other  | Hillcrest/Building Administration/Upper Darby School District  | agonzalez@upperdarbysd.org  |
| Dr. Linda Fox  | Teacher  | Hillcrest/Staff/Upper Darby School District  | lfox@upperdarbysd.org  |
| Leanne Stanczak  | Other  | Hillcrest/Staff/Upper Darby School District  | hillcresthomeandschool@yahoo.com  |
| Nicole Guessford  | Other  | Hillcrest Elementary School/Pupil Services/Upper Darby School District  | nguessford@upperdarbysd.org  |
| Alexandra DeLuca  | Other  | Hillcrest Elementary School/Pupil Services/Upper Darby School District  | adeluca@upperdarbysd.org  |
| Mary Reichard  | Parent  | Hillcrest Elementary School/Home & School Assoc./Upper Darby School District  | maryereichard@gmail.com  |
| Sarah Boland  | Teacher  | Hillcrest Elementary School/Staff/Upper Darby School District  | sboland@upperdarbysd.org  |
| John Simmons  | Parent  | Hillcrest Elementary School/Community/Upper Darby School District  | john\_o\_simmons@yahoo.com  |
| Dr. Greg Manfre  | District Level Leaders  | Hillcrest Elementary School/Central Administration/Upper Darby School District  | gmanfre@upperdarbysd.org  |
| Dr. Daniel McGarry  | Chief School Administrator  | Hillcrest Elementary School/Central Administration/Upper Darby School District  | dmcgarry@upperdarbysd.org  |
| Gabriel Fernicola  | Teacher  | Hillcrest Elementary School  | gfernicola@upperdarbysd.org  |
| Lauren McKeown-Haggerty  | Student  | Hillcrest Elementary School  | lhaggerty@upperdarbysd.org  |
| Sarah Beauchemin  | Teacher  | Hillcrest Elementary School  | sbeauchemin@upperdarbysd.org  |
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# 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 |

## Review of the School Level Performance

### Strengths

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| Achieved ELA Annual Academic Statewide Growth Expectations (PVAAS) | All students exceeded the standard demonstrating growth by achieving an academic growth score of 72.0 percent during the 2023-2024 school year. The statewide average growth score was 75.4 percent. Hillcrest Elementary School outperformed the state by 2.0 percent.  |
| Exceeded Math Annual Academic Growth Expectations (PVAAS) | All student groups exceeds the standard demonstrating growth by achieving an academic growth score of 70.0 percent during the 2023-2024 school year. The statewide average growth score was 74.9 percent. Hillcrest Elementary School outperformed the state by 4.9 percent. |
|  |  |
| Meets Regular Attendance Performance Standard | All student groups meet the regular attendance performance standard by achieving 88.1 percent. The statewide average was 78.1 percent. Hillcrest Elementary School outperformed the state by 10 percent. |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
|  |  |
| Future Ready PA Index Proficient or Advanced on PA State Assessments - ELA | Two student groups did not meet the Interim Goal / Improvement Target in the area of ELA with a percent proficient or advanced of 62-67% (compared to the statewide average of 75.4%). |
| Future Ready PA Index Proficient or Advanced on PA State Assessments - Math | Three student groups did not meet the Interim Goal / Improvement Target in the area of Math with a percent proficient or advanced of 55-66% (compared to the statewide average of 74.9%). |

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

### Strengths

|  |  |
| --- | --- |
| **Indicator****ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**According to the 2023-24 PVAAS: There is significant evidence that three student groups exceeded the standard for academic growth in ELA.**ESSA Student Subgroups**African-American/Black, White, Students with Disabilities | **Comments/Notable Observations**In 2023-24, students in grades 3, 4 and 5 exceeded the standard for demonstrating growth on the ELA state assessments, at 75.4 percent. |

### Challenges

|  |  |
| --- | --- |
| **Indicator**Future Ready PA Index Proficient or Advanced on PA State Assessments - ELA**ESSA Student Subgroups**White, Students with Disabilities | **Comments/Notable Observations**Two student groups in the area of ELA decreased in performance from the previous year. |
| **Indicator**Future Ready PA Index Proficient or Advanced on PA State Assessments - Science**ESSA Student Subgroups**White, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**Three student groups in the area of science decreased in performance from the previous year. |
| **Indicator**Future Ready PA Index Proficient or Advanced on PA State Assessments - Math**ESSA Student Subgroups**African-American/Black, Combined Ethnicity, Economically Disadvantaged | **Comments/Notable Observations**Three student groups in the area of Math decreased in performance from the previous year. |

## 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.

|  |
| --- |
| Future Ready PA Index Meeting Annual Academic Growth Expectations (PVAAS) - ELA. All student groups EXCEEDED the standard demonstrating growth in ELA with a MAX academic growth score of 71-75% (compared to the statewide average growth score of 70%).  |
| Future Ready PA Index Meeting Annual Academic Growth Expectations (PVAAS) - Math. Two student groups met or exceeded the standard demonstrating growth in Mathematics with a MAX academic growth score of 74-79% (compared to the statewide average growth score of 70%). |
| Met On Track Measures: Regular Attendance |
| Exceeded the Career Standards Benchmark with a score of 100% compared to the statewide average of 91.4% |

### 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.

|  |
| --- |
| Future Ready PA Index Proficient or Advanced on PA State Assessments - ELA: White and Students with Disabilities student groups identify as the only group who did not meet or exceed the statewide goal. |
| Future Ready PA Index Proficient or Advanced on PA State Assessments - Science: All groups with the exception of Black and student with disability groups in the area of science identify as the only groups who did not meet or exceed the statewide goal. |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| NWEA 5th grade MAP ELA Fall and Winter Benchmark Assessments | 5th grade students have exceeded the projected growth for the 2023-24 MAP Test after completing the Winter MAP Test. |
| 2023-24 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 and economically disadvantaged groups at Hillcrest Elementary School showed an increase from the previous year. |

## 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 2023-24 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. |
| The addition of a full time ELL teacher has enabled ELL students to have stability in their academic programing 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 showed a decline in English and Language Arts PSSA results from 2023-24. |
| The addition of a full time ELL teacher required a restructuring of the academic programming for ELL students. |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| NWEA 5th grade MAP Math Fall and Winter Benchmark Assessments | 3rd and 4th grade students have exceeded the projected growth for the 2023-24 MAP Test after completing the Winter MAP Test |
| 2023-24 Mathematics Pennsylvania State Standardized Assessments | PSSA Mathematics, Pennsylvania State Standardized Assessments one student group at Hillcrest Elementary School achieved above the statewide growth average of 40.2 percent. |

## Mathematics Summary

### Strengths

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| --- |
| The scheduling of Math MTSS enables teachers to target math skills and allows students time to grow individually and academically. |
| 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. |
| According to 2023-24 state assessments, the Asian population at Hillcrest shows a 62.5 percent growth. |

### Challenges

|  |
| --- |
| English Language Learners did not meet the Statewide Target and exhibits a downward trend in growth. |
| 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. |

## 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. |
| Future Ready PA Index Proficient or Advanced on PA State Assessments - Science | The white student group exceeded the standard demonstrating growth by achieving an academic growth score of 76.3 percent during the 2023-2024 school year. The statewide average growth score was 59.2 percent. Hillcrest Elementary School outperformed the state by 17.1 percent.  |

## 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 2022-23 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. |

# 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 is piloting IXL Math for our 1st-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.  |
| Upper Darby School District added school counselors to every elementary school which enables the Hillcrest community to provide academic, social and emotional services to meet the needs of all students. |

### 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 | Operational |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Operational |
| Implement a multi-tiered system of supports for academics and behavior | Operational |
| Implement evidence-based strategies to engage families to support learning | 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?

|  |
| --- |
| 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?

|  |
| --- |
| 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 |
| Future Ready PA Index Meeting Annual Academic Growth Expectations (PVAAS) - ELA. All student groups EXCEEDED the standard demonstrating growth in ELA with a MAX academic growth score of 71-75% (compared to the statewide average growth score of 70%).  | True |
| Future Ready PA Index Meeting Annual Academic Growth Expectations (PVAAS) - Math. Two student groups met or exceeded the standard demonstrating growth in Mathematics with a MAX academic growth score of 74-79% (compared to the statewide average growth score of 70%). | True |
| 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 2023-24 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 |
| Met On Track Measures: Regular Attendance | False |
| Exceeded the Career Standards Benchmark with a score of 100% compared to the statewide average of 91.4% | False |
| The addition of a full time ELL teacher has enabled ELL students to have stability in their academic programing 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 |
| According to 2023-24 state assessments, the Asian population at Hillcrest shows a 62.5 percent growth. | False |
| 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 |
| 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 |
| 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. | True |
| 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. | True |
| The Science curriculum, TWIG, was updated in the 2022-23 school year. The new curriculum provides a multi-sensory approach to science instruction utilizing; experiments, observation and real world problem solving skills, | False |
| The scheduling of Math MTSS enables teachers to target math skills and allows students time to grow individually and academically. | 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. | False |
| Upper Darby School District added school counselors to every elementary school which enables the Hillcrest community to provide academic, social and emotional services to meet the needs of all students. | 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 |
| 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. | False |
| 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. | True |
| 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.  | True |
| Hillcrest Elementary School is piloting IXL Math for our 1st-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 |
| Foster a culture of high expectations for success for all students, educators, families, and community members. | True |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school. | True |
| Implement an evidence-based system of school-wide positive behavior interventions and supports. | True |
| Provide frequent, timely, and systematic feedback and support on instructional practices.  | 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 |
| Future Ready PA Index Proficient or Advanced on PA State Assessments - ELA: White and Students with Disabilities student groups identify as the only group who did not meet or exceed the statewide goal. | True |
| Future Ready PA Index Proficient or Advanced on PA State Assessments - Science: All groups with the exception of Black and student with disability groups in the area of science identify as the only groups who did not meet or exceed the statewide goal. | True |
| English and Language Arts Pennsylvania State Standardized Assessments (PSSAs) there is evidence that all students at Hillcrest Elementary School showed a decline in English and Language Arts PSSA results from 2023-24.  | False |
| English Language Learners did not meet the Statewide Target and exhibits a downward trend in growth. | False |
| A stronger home/school connection with also allow students to improve academically. | False |
| The addition of a full time ELL teacher required a restructuring of the academic programming for ELL students.  | False |
| Consistency with homework and family support. | False |
| Higher percentage of time on IXL, Amira and Waggle. | 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. | 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.  | 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, Instruction, and Professional Responsibilities. Administrative learning walkthroughs and instructional coaching will continue to ensure students are provided with research-based experiences.  | True |
| 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.  | True |
| Use multiple professional learning designs to support the learning needs of all staff. | True |
| 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. | False |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community. | True |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school. | True |

## Most Notable Observations/Patterns

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

At Hillcrest Elementary School all student groups did not meet the 2019 state assessment measures in English language arts, and mathematics. However, based on Pennsylvania Value-Added Assessment System (PVAAS) on the 2019 PSSAs there is significant evidence that fifth-grade students at Hillcrest exceeded the standard for PA academic growth in mathematics for an average of 3 years. On the ELA state assessments, fourth and fifth-grade students at Hillcrest have met the standard for PA academic growth for an average of 3 years.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| Future Ready PA Index Proficient or Advanced on PA State Assessments - ELA: White and Students with Disabilities student groups identify as the only group who did not meet or exceed the statewide goal. | During the 2025 school year, the school district will continue with our rigorous ELA curriculum aligned to the Common Core State Standards. At Hillcrest Elementary School our educators need to focus on providing tiered flexible instructional groups. It is crucial our educators have an understanding of ELA content and research-based strategies to accommodate the vast learning styles of students.  | False |
| Future Ready PA Index Proficient or Advanced on PA State Assessments - Science: All groups with the exception of Black and student with disability groups in the area of science identify as the only groups who did not meet or exceed the statewide goal. | During the 2019 school year, the school district transitioned from a scripted reading program to a guided balanced reading program. During the 2021-2022 SY, we will continue with Houghton Mifflin Harcourt’s Into Reading curriculum which is designed to provide students with elevated differentiated reading experiences through culturally rich texts, which was lacking in previously utilized curricula. At Hillcrest Elementary School our educators will shift their focus on providing highly explicit and systematic reading instruction that incorporates the key components of reading including, phonics, phonemic awareness, vocabulary, fluency, and comprehension. It is imperative our educators have the capability to accurately model reading skills students need to master decoding and progress to understanding complex texts.  | 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. | The school counselor will continue to provide grade level support for all students and infuse lessons throughout the school year to promote social emotional well-being. | True |
| Use multiple professional learning designs to support the learning needs of all staff. | Hillcrest has applied for specialized program support through PATTAN. | True |
| 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 |
| 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 |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| 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 2023-24 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. | 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. |
| The addition of a full time ELL teacher has enabled ELL students to have stability in their academic programing 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. | Hillcrest continues to make adaptations to improve curriculum supports for all ELL 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 is piloting IXL Math for our 1st-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. |  |
| 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. |  |
| Future Ready PA Index Meeting Annual Academic Growth Expectations (PVAAS) - ELA. All student groups EXCEEDED the standard demonstrating growth in ELA with a MAX academic growth score of 71-75% (compared to the statewide average growth score of 70%). |  |
| Future Ready PA Index Meeting Annual Academic Growth Expectations (PVAAS) - Math. Two student groups met or exceeded the standard demonstrating growth in Mathematics with a MAX academic growth score of 74-79% (compared to the statewide average growth score of 70%). |  |
| 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. | Our PBIS team will continue to provide resources to improve our SWPBIS initiatives with fidelity to promote a positive school culture. |
| Provide frequent, timely, and systematic feedback and support on instructional practices. | The administration will conduct 5-10 walkthroughs weekly and provide feedback to staff. The walk-throughs will be non-evaluative and focused on "look-fors" that emphasize the improvement in teaching and learning practices. |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | Hillcrest will provide school based support through social emotional learning practices that will enhance student support throughout the school year. |
|  | Multiple professional learning designs will be implemented throughout the school year which will focus on assisting teachers with infusing students from multiple programs into grade level instruction. |

# Goal Setting

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

|  |
| --- |
| **Outcome Category** |
| Career Standards Benchmark  |
| **Measurable Goal Statement (Smart Goal)** |
| Meet the requirements for all students to complete career standard benchmarks as outline by the state. |
| **Measurable Goal Nickname (35 Character Max)** |
| Naviance |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Complete quarter 1 Naviance requirements by 100%. | Complete quarter 2 Naviance requirements by 100%. | Complete quarter 3 Naviance requirements by 100%. | Complete quarter 4 Naviance requirements by 100%. |

## Priority: Multiple professional learning designs will be implemented throughout the school year which will focus on assisting teachers with infusing students from multiple programs into grade level instruction.

|  |
| --- |
| **Outcome Category** |
| Professional learning  |
| **Measurable Goal Statement (Smart Goal)** |
| A three year program support by PATTAN will be infused which will provide consistent, varied professional learning opportunities for teachers according to grade level and student needs. |
| **Measurable Goal Nickname (35 Character Max)** |
| Professional Development Tracking |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Understanding of special program student infusion into general education classrooms. | Designing appropriate differentiated learning opportunities for all students. | Meetings focusing on data review and instructional techniques which provide students learning opportunities in all academic settings. | Building-wide reflection and discussion of targeted goals. |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| Naviance | Professional Development Tracking |

## Action Plan For: Naviance

|  |
| --- |
| **Measurable Goals:** |
| * Meet the requirements for all students to complete career standard benchmarks as outline by the state.
 |

|  |  |
| --- | --- |
| **Action Step** | **Anticipated Start/Completion Date** |
| Meeting required Naviance goal implementation | 2025-09-01 | 2026-06-05 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Susan Campbell/Alexandra DeLuca | Naviance program and related teacher materials | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Professional Development Tracking | 2025-09-01 | 2026-06-05 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Susan Campbell | Teacher laptops and related instructional materials relevant to grade level needs. Professional support from PATTAN. | Yes  |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| EOY 100% particiaption | Quarterly |

# 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 |
| Naviance | Professional Development Tracking |

## PATTAN

|  |
| --- |
| **Action Step** |
| * Professional Development Tracking
 |
| **Audience** |
| All Staff |
| **Topics to be Included** |
| Inclusion and differentiation of lesson planning |
| **Evidence of Learning** |
| Lesson Planning Implementation of recommended instructional strategies |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Susan Campbell | 2025-09-01 | 2026-06-05 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Seminar(s)  | Monthly |
| **Observation and Practice Framework Met in this Plan** |
| * 1b: Demonstrating Knowledge of Students
* 1c: Setting Instructional Outcomes
* 1e: Designing Coherent Instruction
* 1f: Designing Student Assessments
* 2b: Establishing a Culture for Learning
* 2c: Managing Classroom Procedures
* 2d: Managing Student Behavior
* 3a: Communicating with Students
* 3c: Engaging Students in Learning
* 3e: Demonstrating Flexibility and Responsiveness
* 4a: Reflecting on Teaching
* 4d: Participating in a Professional Community
 |
| **This Step Meets the Requirements of State Required Trainings** |
| Teaching Diverse Learners in Inclusive Settings  |

# Approvals & Signatures

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| --- |
| **Uploaded Files** |
|  |

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
|  |  |
| **Building Principal Signature** | **Date** |
| Susan Campbell | 2025-05-29 |
| **School Improvement Facilitator Signature** | **Date** |
| Susan Campbell | 2025-05-29 |