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Profile and Plan Essentials

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

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Josh Rehak	Principal	Aronimink Elementary School	jrehak@upperdarbysd.org
Brian Walden	Other	Aronimink Elementary School	bwalden@upperdarbysd.org
Amy Davenport	Teacher	Aronimink Elementary School	adavenport@upperdarbysd.org
Heather Bowden	Teacher	Aronimink Elementary School	hbowden@upperdarbysd.org
Erin Bradley	Teacher	Aronimink Elementary School	ebradley@upperdarbysd.org
Kristie Coyle	Teacher	Aronimink Elementary School	kcoyle@upperdarbysd.org
Chrissy Cicala	Teacher	Aronimink Elementary School	ccicala@upperdarbysd.org
Catherine Lance	Teacher	Aronimink Elementary School	clance@upperdarbysd.org
Rebecca Schaefer	Teacher	Aronimink Elementary School	rschaefer@upperdarbysd.org
Mikki Schrodel	Other	Aronimink Elementary Schrool	mschrodel@upperdarbysd.org
Arielle Cowsette	Other	Aronimink Elementary School	acowsette@upperdarbysd.org

Vision for Learning

Vision for Learning

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

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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
Future Ready Index (23-24) - All student groups met the standard demonstrating growth target in English Language Arts/Literature.	Aronimink Elementary School received an academic growth score of 71 in English Language Arts, outperforming the PA Statewide Average Growth Standard. All student groups slightly exceeded the statewide academic growth standard in this area.
Future Ready PA Index (23-24) - All student groups exceeded the standard demonstrating growth target in in Math	Aronimink Elementary School received an academic growth score of 100 in Mathematics, outperforming the PA Statewide Average Growth Score by 25.1 points. All student groups exceeded our annual academic growth expectation in this area.
Future Ready PA Index (23-24) - All student groups exceeded the standard demonstrating growth target in Science	Aronimink Elementary School met the standard for demonstrating growth with a score of 84 in Science, outperforming the PA Statewide Average achievement score by 9.3 points. All student groups met or exceeded our annual academic growth expectation in this area.
Future Ready Index (23-24) - Aronimink earned an interim goal/improvement target score of 42.9% in Math, outperforming the statewide average of 40.2%. .	Aronimink Elementary School exceeded the interim goal/improvement target in percent proficient or advanced with a score of 42.9% outperforming the statewide average of 2.7%,
Future Ready Index (23-24) - Aronimink earned an interim goal/improvement target score of 70.2% in Science, outperforming the statewide average of 59.2% by 11%.	Aronimink Elementary School met the interim goal/improvement target in percent proficient or advanced with a score of 70.2%, outperforming the statewide average of 59.2% by 11%.
Future Ready Index (23-24) - Aronimink outperformed the percentage of advanced students on the Science PSSA with 34.6% of 4th graders scoring advanced.	Aronimink Elementary School outperformed the percentage of advanced students on the Science PSSA with a score of 34.6%, 8.8 percentage points greater than the Statewide average of 25.8% advanced.

Future Ready Index (23-24) - Aronimink matched the percentage of advanced students on the Math PSSA with 15.6% of students earning advanced on the Math PSSA.	Aronimink elementary matched the percentage of advanced students on the Math PSSA with 15.6% of students earning advanced on the Math PSSA.
Future Ready Index (23-24) - Aronimink outperformed the statewide average in English Language Growth and Attainment.	Aronimink outperformed the statewide average in English Language Growth and Attainment, with 40% meeting the growth target. This outperformed the statewide average of 31.7%, by 8.3 points.

Challenges

Indicator	Comments/Notable Observations
Future Ready PA Index (23-24) - Achievement - Proficient or Advanced on PA State Assessments - English Language Arts	According to the 2023-24 Future Ready PA Index, Aronimink Elementary School did not meet the interim goal/improvement target in English Language Arts achievement goal with 40.4% of students earning a Proficient or Advanced score. This fell 13.5% below the statewide average.
Future Ready PA Index (23-24) - Achievement - Proficient or Advanced on PA State Assessments - Math	According to the 2022-23 Future Ready PA Index, Aronimink Elementary School did not meet the interim goal/improvement target in English Language Arts achievement goal with 42.9% of students earning a Proficient or Advanced score, well below the statewide 2033 goal of 71.8%.
Future Ready PA Index (23-24) - Achievement - Proficient or Advanced on PA State Assessments - Science	According to the 2023-24 Future Ready PA Index, Aronimink Elementary School did not meet the interim goal/improvement target in Science achievement with 70.2% of students earning a Proficient or Advanced score, underperforming the statewide 2033 goal by 12.8 percentage points.
Future Ready PA Index (23-24) - Percentage of students receiving Advanced on the ELA PSSA.	According to the 2023-24 Future Ready PA Index, Aronimink Elementary School did not meet the percent advanced on the ELA PSSA. 3.9% of students earned advanced, underperforming the statewide average of 12.4% by 8.5%.

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

Strengths

Indicator Future Ready Index (23-24) - All student groups met the standard demonstrating growth target in English Language Arts/Literature. **ESSA Student Subgroups** African-American/Black, Asian (not Hispanic), Combined Ethnicity, Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** ALL reported student groups (black, white, asian, hispanic, EL, economically disadvantaged) met or slightly exceeded the statewide growth goal.
Indicator	**Comments/Notable Observations**

Future Ready PA Index (23-24) - All student groups exceeded the standard demonstrating growth target in in Math **ESSA Student Subgroups** African-American/Black, Asian (not Hispanic), Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, English Learners, Students with Disabilities	Student groups (Black, Asian, Hispanic, EL, Students with Disabilities and economically disadvantaged) EXCEEDED the statewide goal for GROWTH and demonstrated an increase in performance from the previous year of 100.
Indicator Future Ready PA Index (23-24) - All student groups exceeded the standard demonstrating growth target in Science **ESSA Student Subgroups** African-American/Black, Asian (not Hispanic), Economically Disadvantaged, English Learners	**Comments/Notable Observations** ALL reported student groups (Black, Asian, economically disadvantaged, and combined ethnicity) EXCEEDED the statewide growth goal.

Challenges

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Indicator Future Ready PA Index (23-24) - Achievement - Proficient or Advanced on PA State Assessments - English Language Arts **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** All student groups did not meet the achievement standard in English Language Arts. Our Hispanic population had the lowest achievement school of 18% proficient.
Indicator Future Ready PA Index (23-24) - Achievement - Proficient or Advanced on PA State Assessments - Math **ESSA Student Subgroups** African-American/Black, Asian (not Hispanic), Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** All reported student groups with the exception of our Asian students, (Black, Hispanic, white, economically disadvantaged, EL, and students with disabilities) did not meet the standard.
Indicator Future Ready PA Index (23-24) - Achievement - Proficient or Advanced on PA State Assessments - Science **ESSA Student Subgroups**	**Comments/Notable Observations** All reported student groups (Black, Hispanic, white, economically disadvantaged, EL, and students with disabilities), with the exception of Asian did not meet the achievement standard.

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 Index (23-24) - All student groups met the standard demonstrating growth target in English Language Arts/Literature.
Future Ready PA Index (23-24) - All student groups exceeded the standard demonstrating growth target in in Math
Future Ready PA Index (23-24) - All student groups exceeded the standard demonstrating growth target in Science

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.

Aronimink ES (23-24) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - English Language Arts - Did not meet
Aronimink ES (23-24) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - Math - Did not meet
Aronimink ES (23-24) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - Science - Did not meet

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Aimsweb Oral Reading Fluency (3rd)	Of the students being progress monitored (Tier 2)- 14/35 students - (40%) - met their EOY Aimsweb goal
Aimsweb Oral Reading Fluency (2nd)	Of the students being progress monitored (Tier 2) - 22/45 students - (49%) - met their EOY Aimsweb goal
Aimsweb Oral Reading Fluency (1st)	Of the students being progress monitored (Tier 2) - 18/36 students - (50%) - met their EOY Aimsweb goal
Aimsweb Oral Reading Fluency (4th)	Of the students being progress monitored (Tier 2) - 7/18 students - (39%) - met their EOY Aimsweb goal
Aimsweb Oral Reading Fluency (4th)	Of the students being progress monitored (Tier 2) - 9/21 students - (43%) - met their EOY Aimsweb goal

English Language Arts Summary

Strengths

Regular consultation of Reading, EL, and SpEd teams to support the mission of increasing student success. With the new transiency of our student population, this allows our teams to work more collaboratively and target the needs of individual students more effectively.
MTSS Data Meetings - frequent meeting (4-6 weeks) to review data with teachers, support targeted differentiated instruction within the classroom, regular discussion and movement within MTSS programs to meet student where they are.
Reading Specialists provide push in support for 1st and 2nd grade during small group core instruction. This allows more targeted small group work to meet the diverse needs of our learners in the regular education classroom setting.
School-wide deliberate fluency practice. Teachers make this a daily priority in the classroom, as homework, and competitions. Use of Amira and Fluency Folders in (K-1) provide support for teachers both in school at while students work independently at home. Creating a fluency resource drive for teachers. This resources encourages teachers to provide passages, activities, and other resources easily for their students.

Challenges

New transiency of the student population. We are experiencing larger numbers of student who are entering the school district from other countries. More students than ever are coming without prior schooling lack the reading and math foundational skills in their language in addition to learning the English language.

Mathematics

Data	Comments/Notable Observations
PVAAS - MAP Math - 2024 School Year Achievement and Growth Data - 5th	Our 5th Grade exceeded the standard of GROWTH from the BOY to EOY, earning a PVVAS growth score of 1.44.
PVAAS - MAP Math - 2024 School Year Achievement and Growth Data - 4th	Our 4th Grade exceeded the standard of GROWTH from the BOY to EOY, earning a PVVAS growth score of 5.49.

| PVAAS - MAP Math - 2024 School Year Achievement and Growth Data - 2nd | Our 2nd Grade exceeded the standard of GROWTH from the BOY to EOY, earning a PVVAS growth score of 1.88 |

Mathematics Summary

Strengths

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

Challenges

Aronimink would benefit from utilizing data to place students in within our MTSS math program. Using data to group and place students into an MTSS math group would allow for more targeted small group instruction with students of similar strengths and challenges. This practice would allow us to better support struggling students and enrich students who have shown mastery of skills.
Challenges with supporting our families with mathematical skills / strategies to support their children with learning/homework outside of school.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

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

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

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

According to the Future Ready PA Index, Aronimink outperformed the career benchmark performance with a score of 100% outperforming the state average of 91.4% by 8.6% during the 2023-24 school year.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

With the transient student population with diverse needs, it has become a challenge to support the many needs of our students in planning for their future. Much emphasis has been geared to provided current needs to students and families in an effort to improve attendance and engagement. Significant language barriers hinder progress in this area. Transient population makes it difficult to capture multiple years of artifact collection.

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Equity Considerations

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

Data	Comments/Notable Observations
PA Future Ready Index - Interim Goal/Improvement Target - English Language Learners - ELA - 29.6% of students met the achievement standard	Aronimink EL students did not meet the interim goal/improvement target in ELA with only 29.6% of the EL population earning proficient scores. Challenges are present with the large number of non-speakers entering with limited prerequisite skills.
PA Future Ready Index - Interim Goal/Improvement Target - English Language Learners - MATH - 33.3% of students met the achievement standard	Aronimink EL students did not meet the interim goal/improvement target in MATH with only 33.3% of the EL population earning proficient scores. Challenges are present with the large number of non-speakers entering with limited prerequisite skills.
PA Future Ready Index - Interim Goal/Improvement Target - English Language Learners - SCIENCE - 47.8% of students met the achievement standard	Aronimink EL students did not meet the interim goal/improvement target in SCIENCE with only 47.8% of the EL population earning proficient scores. Challenges are present with the large number of non-speakers entering with limited prerequisite skills.
PA Future Ready Index - GROWTH Standard - English Language Learners - ELA - Score of 75, meeting statewide growth standard.	Aronimink EL students met the standard for demonstrating growth target in ELA with a score of 75, matching the statewide average.
PA Future Ready Index - GROWTH Standard - English Language Learners - MATH - Score of 100, exceeding statewide growth standard by 30 points.	Aronimink EL students met the standard for demonstrating growth target in MATH with a score of 100, exceeding the statewide average.

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

Data	Comments/Notable Observations
PA Future Ready Index - GROWTH Standard - Students with Disabilities - English Language Learners - ELA - Score of 71, meeting statewide growth standard.	Aronimink Students with Disabilities - students met the standard for demonstrating growth target in ELA with a score of 71, matching the statewide average.
PA Future Ready Index - GROWTH Standard - Students with Disabilities - English Language Learners - ELA - Score of 88, meeting statewide growth standard.	Aronimink Students with Disabilities - exceeded the standard for demonstrating growth target in MATH with a score of 88, outperforming the statewide average.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready Index - ELA Achievement / Growth	Aronimink fell short of the statewide standard for achievement in MATH on the PSSA with 36.3% proficiency for economically disadvantaged students. However, Aronimink earned a growth score of 75 on the Future Ready Index for the subgroup, meeting the statewide growth standard.
Future Ready Index - MATH Achievement / Growth	Aronimink fell short of the statewide standard for achievement in MATH on the PSSA with 38% proficiency for economically disadvantaged students. However, Aronimink earned a growth score of 100 on the Future Ready Index for the subgroup, exceeding the statewide growth standard.
Future Ready Index - Science Achievement / Growth	Aronimink fell short of the statewide standard for achievement in MATH on the PSSA with 63.6% proficiency for economically disadvantaged students. However, Aronimink earned a growth score of 81 on the Future Ready Index for the subgroup, exceeding the stateside growth standard.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations

Summary

Strengths

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

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

Team, EL Team, and Special Education Team to support students with overlapping services has led to increased, target support for those students that are serviced across disciplines.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

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

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

Empower Leadership

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

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Not Yet Evident

Foster Quality Professional Learning

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

Summary

Strengths

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

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Foster a culture of high expectations for success for all students, educators, families, and community members .
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

Challenges

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

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

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Future Ready PA Index (23-24) - All student groups exceeded the standard demonstrating growth target in Science	False
Future Ready PA Index (23-24) - All student groups exceeded the standard demonstrating growth target in in Math	True
Regular consultation of Reading, EL, and SpEd teams to support the mission of increasing student success. With the new transiency of our student population, this allows our teams to work more collaboratively and target the needs of individual students more effectively.	True
MTSS Data Meetings - frequent meeting (4-6 weeks) to review data with teachers, support targeted differentiated instruction within the classroom, regular discussion and movement within MTSS programs to meet student where they are.	True
Future Ready Index (23-24) - All student groups met the standard demonstrating growth target in English Language Arts/Literature.	True
According to the Future Ready PA Index, Aronimink outperformed the career benchmark performance with a score of 100% outperforming the state average of 91.4% by 8.6% during the 2023-24 school year.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	True
School-wide deliberate fluency practice. Teachers make this a daily priority in the classroom, as homework, and competitions. Use of Amira and Fluency Folders in (K-1) provide support for teachers both in school at while students work independently at home. Creating a fluency resource drive for teachers. This resources encourages teachers to provide passages, activities, and other resources easily for their students.	False
Reading Specialists provide push in support for 1st and 2nd grade during small group core instruction. This allows more targeted small group work to meet the diverse needs of our learners in the regular education classroom setting.	True
The access to IXL allows teachers to leverage technology within their MTSS block and for homework. IXL is adaptive, allows teachers to assign specific skills, and creates opportunities support students through differentiated teaching components to support instruction.	False
Aronimink has a dedicated EL team to support the many spoke languages within our school. They provide both a push-in and pull-out program which allows for small group support. The addition of the newcomer program has	False

been a huge benefit in providing additional support for our non-speakers/newcomers leading to strong GROWTH scores for our EL population.	
Foster a culture of high expectations for success for all students, educators, families, and community members .	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	True
Implementation of District homework plan - targeted homework requirements for math utilizing online platforms with teaching components helps to supplement classroom learning.	True
Aronimink has a dedicated Special Education team to support the students with disabilities within our school. They provide both a push-in and pull-out program which allows for small group support and need based differentiation. Regular meetings and discussion between our Reading Team, EL Team, and Special Education Team to support students with overlapping services has led to increased, target support for those students that are serviced across disciplines.	False

Challenges

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

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Strength	Check for Consideration in Plan
Aronimink ES (23-24) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - English Language Arts - Did not meet	True
Aronimink ES (23-24) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - Science - Did not meet	False
Aronimink ES (23-24) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - Math - Did not meet	True
Aronimink would benefit from utilizing data to place students in within our MTSS math program. Using data to group and place students into an MTSS math group would allow for more targeted small group instruction with students of similar strengths and challenges. This practice would allow us to better support struggling students and enrich students who have shown mastery of skills.	True
With the transient student population with diverse needs, it has become a challenge to support the many needs of our students in planning for their future. Much emphasis has been geared to provided current needs to students and families in an effort to improve attendance and engagement. Significant language barriers hinder progress in this area. Transient population makes it difficult to capture multiple years of artifact collection.	False

Monitor and evaluate the impact of professional learning on staff practices and student learning.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	True
Identify professional learning needs through analysis of a variety of data.	True
New transiency of the student population. We are experiencing larger numbers of student who are entering the school district from other countries. More students than ever are coming without prior schooling lack the reading and math foundational skills in their language in addition to learning the English language.	True
Transiency of our EL population makes it difficult to bridge the language/skills gap of our newcomers.	False
Challenges with supporting our families with mathematical skills / strategies to support their children with learning/homework outside of school.	True
Challenges are present with the large number of non-speakers entering with limited prerequisite skills or prior educational opportunties.	False
Students enrolling with both significant language barriers and learning needs.	False

Most Notable Observations/Patterns

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

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Aronimink ES (23-24) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - English Language Arts - Did not meet	Despite making gains in growth, closing the achievement gap towards proficiency in achievement is challenging.	True
Aronimink ES (23-24) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - Math - Did not meet	Aronimink would benefit from utilizing data to place students in within our MTSS math program. Using data to group and place students into an MTSS math group would allow for more targeted small group instruction with students of similar strengths and challenges. This practice would allow us to better support struggling students and enrich students who have shown mastery of skills.	True
Aronimink would benefit from utilizing data to place students in within our MTSS math program. Using data to group and place students into an MTSS math group would allow for more targeted small group instruction with students of similar strengths and challenges. This practice would allow us to better support struggling students and enrich students who have shown mastery of skills.	Differentiation happens within the classroom, do not switch classes.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning.	Opportunities for professional learning to support our current population from coaches, supervisors, professional development opportunities.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	EL, Reading, and SpEd collaboration will support our students by aligning practices and better supporting our students who have overlapping supports	True
Identify professional learning needs through analysis of a variety of data.	Use of surveys from district, school, and committees to analyze effectiveness	False
New transiency of the student population. We are experiencing larger numbers of student who are entering the school district from other countries. More students than ever are coming without prior	Use of TILT, PBIS, and EQUITY create forums to teach expectations, meet students were they are, and create a single school culture.	True

schooling lack the reading and math foundational skills in their language in addition to learning the English language.		
Challenges with supporting our families with mathematical skills / strategies to support their children with learning/homework outside of school.	Curriculum nights, conferences, and school community events. Talking points.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Regular consultation of Reading, EL, and SpEd teams to support the mission of increasing student success. With the new transiency of our student population, this allows our teams to work more collaboratively and target the needs of individual students more effectively.	Collaboration fosters strategic planning across departments, enabling meaningful interventions that effectively support students.
MTSS Data Meetings - frequent meeting (4-6 weeks) to review data with teachers, support targeted differentiated instruction within the classroom, regular discussion and movement within MTSS programs to meet student where they are.	MTSS Data Meetings, held every 4–6 weeks, provide valuable opportunities for educators to review student progress and make timely, data-informed decisions. These frequent check-ins enable teachers to implement targeted, differentiated instruction that meets the unique needs of each student within the classroom. By fostering collaborative problem-solving among staff, the meetings promote shared ownership of student success and ensure responsive movement within the MTSS tiers. This consistent cycle of data review enhances accountability, supports ongoing professional growth, and helps maintain a strong, student-centered focus. As a result, interventions are more effective, timely, and aligned with where students are in their learning journey.
Reading Specialists provide push in support for 1st and 2nd grade during small group core instruction. This allows more targeted small group work to meet the diverse needs of our learners in the regular education classroom setting.	The positive aspect of this practice is that having Reading Specialists provide push-in support during 1st and 2nd grade small group core instruction allows for more targeted and differentiated instruction within the general education setting. This support enhances the ability to meet the diverse learning needs of students by reducing group sizes, increasing instructional focus, and promoting inclusive practices that benefit all learners.
Future Ready PA Index (23-24) - All student groups exceeded the standard demonstrating growth target in in Math	Strong teachers, proven solid math programming, and math MTSS program allow for student GROWTH, despite not meeting the achievement standard.

Future Ready Index (23-24) - All student groups met the standard demonstrating growth target in English Language Arts/Literature.	Strong teachers, proven reading curriculum, and strong MTSS program with regular data analysis and movement, allow for student GROWTH, despite not meeting the achievement standard.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	Use of Aimsweb, MAP, and module assessments provides feedback to teachers and the use of data to make real time educational decisions.
Foster a culture of high expectations for success for all students, educators, families, and community members .	Utilize committees to establish and support the social, emotional, and academic needs of our entire school community.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	Mandatory teacher committee assignments allows for all teachers to participate and become informal leaders in different areas (equity, school improvement, trauma, PBIS)
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	Creating a positive school environment means making sure all students, staff, and families feel welcomed, supported, and safe. This includes fostering strong relationships, providing social-emotional support, and maintaining high expectations for learning in a safe and inclusive setting. It's also important to listen to feedback, promote equity, and continuously improve so everyone feels valued and connected in the school community. Much of this work occurs within our community structure (PBIS, Equity, TILT).
Implementation of District homework plan - targeted homework requirements for math utilizing online platforms with teaching components helps to supplement classroom learning.	

Priority Challenges

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

	Saavas Math curriculum, regular data review, and differentiated tiered small groups will assist teachers in supporting the varied math needs of students. Programs like Xtra Math and IXL help to provide targeted remediation and support both in school and at home.
	Grade-level teams and Support departments (EL/Reading/SpEd) collaborate to discuss student learning, align practices, and ensure instructional continuity.
	We will provide a robust calendar to engage our school community. Curriculum nights, conferencing, informational nights, and fun activities will engage participation and involvement from students and parents. Deliberate teaching of school-wide expectations and acknowledgements will build community and involvement.

DRAFT: Pending Board Approval

Goal Setting

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

Outcome Category
English Language Arts

Measurable Goal Statement (Smart Goal)
Using the Measures of Academic Progress (MAP) assessment, students at each grade level at Aronimink will meet or exceed the expected student growth norm, as specified by NWEA 2020 Reading Student Growth Norms, from the beginning of the year to the end of the year ELA MAP benchmark assessments.

Measurable Goal Nickname (35 Character Max)
Increase MAP Reading Growth / Achievement

Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
K - B.O.Y. – Baseline 1st - B.O.Y. – Baseline 2nd - B.O.Y. – Baseline 3rd - B.O.Y. - Baseline 4th -- B.O.Y. - Baseline 5th - B.O.Y. - Baseline	Mid-Year RIT Growth Norms K - 9.6 RIT Points 1st - 9.2 RIT Points 2nd - 8.8 - RIT Points 3rd - 7.3 RIT Points 4th - 5.8 RIT Points 5th - 4.6 RIT Points	Mid-year review - Teacher strategic learning plans updated based on mid-year growth	EOY RIT Growth Norms K - 16.5 RIT Points 1st - 15.5 RIT Points 2nd - 13.3 - RIT Points 3rd - 10.5 RIT Points 4th - 8.2 RIT Points 5th - 6.5 RIT Points

Outcome Category
English Language Arts

Measurable Goal Statement (Smart Goal)
Through the use of AIMSWEB and MAP data, the reading team will evaluate the growth of students in all grade areas, making ongoing changes to MTSS grouping based on growth, communicating/celebrating successes.

Measurable Goal Nickname (35 Character Max)

MTSS Data Meeting - Flexible Grouping - (4-6) Week Reviews			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Data meeting review - adjustments to tiered groups based on new data.	Data meeting review - adjustments to tiered groups based on new data.	Data meeting review - adjustments to tiered groups based on new data.	Data meeting review - adjustments to tiered groups based on new data.

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

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

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Utilize online resources such as IXL and Xtra Math to support learning and help remediate prerequisite skills for all students. Within the school environment, utilization of online platforms supports current learning. As homeroom, utilization of online platforms supports remediation of prerequisite skills.			
Measurable Goal Nickname (35 Character Max)			
Leverage Online Resources for Differentiated Instruction and Homework			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**

Baseline assessment of online programs.	Student / Teacher conference - revisit skills plan - assign new skills - celebrate successes. Isolate skills, track growth and usage.	Student / Teacher conference - revisit skills plan - assign new skills - celebrate successes	Student / Teacher conference - revisit skills plan - assign new skills - celebrate successes - evaluate effectiveness

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Using the Measures of Academic Progress (MAP) assessment, students at each grade level at Aronimink will meet or exceed the expected student growth norm, as specified by NWEA 2020 Math Student Growth Norms, from the beginning of the year to the end of the year Math MAP benchmark assessments.			
Measurable Goal Nickname (35 Character Max)			
Increase MAP Math Growth / Achievement			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
K - B.O.Y. - N/A - Winter Start 1st - B.O.Y - Baseline 2nd - B.O.Y. - Baseline 3rd - B.O.Y. - Baseline 4th - B.O.Y. - Baseline 5th - B.O.Y. - Baseline	Mid-Year RIT Growth Norms 1st - 10.1 RIT Points 2nd - 9 - RIT Points 3rd - 7.75 RIT Points 4th - 6.5 RIT Points 5th - 5.6 RIT Points	Mid-year review Teacher strategic learning plans updated based on mid-year growth	EOY RIT Growth Norms K - 7 RIT Points – MOY to EOY 1st - 16.4 RIT Points 2nd - 14.4 - RIT Points 3rd - 12.6 RIT Points 4th - 11 RIT Points 5th - 9.6 RIT Points

Outcome Category			
Professional learning			
Measurable Goal Statement (Smart Goal)			
It is essential for elementary teachers in consecutive grade levels to meet regularly to discuss common language, instructional practices, support future learning, and shared challenges. These vertical conversations help ensure continuity in student learning, support smoother transitions between grades, and promote a cohesive approach to curriculum and expectations. By identifying problems of practice together, teachers can align strategies, address learning gaps more effectively, and strengthen overall student outcomes.			
Measurable Goal Nickname (35 Character Max)			
Bridging Learning - Teacher collaboration for student learning across grade levels			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**

Collaboration of grade-level teams with adjacent grades to discuss student learning and ensure instructional continuity. During grade level meeting times	Revisit instructional conversations - support as necessary.	Revisit instructional conversations - support as necessary - tweak intervention/support	Collaboration meeting to discuss strengths / needs - revisit plan.

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

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems

Measurable Goal Statement (Smart Goal)
Weekly collaboration of Reading, ELL, and Special Education to track shared student growth, align instructional practices, and support student learning.

Measurable Goal Nickname (35 Character Max)
Collaboration of Reading / EL / SpEd

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Determine shared students Share practices / content	Review new data (formal / informal) Share resources, revisit plan	Review new data (formal / informal) Share resources, revisit plan	Review new data (formal / informal) Share resources, revisit plan Evaluate practices for year / make improvements

Priority: We will provide a robust calendar to engage our school community. Curriculum nights, conferencing, informational nights, and fun activities will engage participation and involvement from students and parents. Deliberate teaching of school-wide expectations and acknowledgements will build community and involvement.

Outcome Category
Community Engagement

Measurable Goal Statement (Smart Goal)
Sharing resources with families through school community nights, curriculum nights and other school engagement opportunities in an effort to build a sense of community and support.

Measurable Goal Nickname (35 Character Max)
Engaging our school community through a robust calendar of events and activities

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Meet and Greet Back to School Night Share HSA Calendar Advertise Upcoming Events	Family Heritage Night Curriculum Night Parent / Teacher Conferences Advertise Upcoming Events	Curriculum Night #2 Parent / Teacher Conferences Advertise Upcoming Events	Rising Kindergarten Orientation Revisit Practices Calendar Development Advertise Upcoming Events

Outcome Category			
Social emotional learning			
Measurable Goal Statement (Smart Goal)			
Social Emotional Learning lessons taught with fidelity in all classrooms. Trauma Informed Leadership Team providing lessons and expectations for each classrooms - Brain Breaks, Calming Corners, Classroom Regulation Plans, Sensory Walkways			
Measurable Goal Nickname (35 Character Max)			
SEL and TILT Engagment			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Develop Action Plan	Implement Teacher PD / Certify Classrooms	Revisit and Reteach Expectations as needed	Evaluate effectiveness

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
Rejuvenate PBIS System - leverage Benchmarks of Quality (BOQ) to continue to streamline new practices, rewards systems and acknowledgments to promote students buy-in and teacher collaboration.			
Measurable Goal Nickname (35 Character Max)			
Rejuvenate PBIS			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Staff Revisit and Refresh Teach Expectations	Certify classrooms Acknowledgement Programs Analyze Feedback	Revisit Expectations and Recertify as needed Acknowledgement Programs Analyze Feedback	Staff Survey (BOQ) Analyze and make adjustments as PBIS Core Team

Action Plan

Measurable Goals

Increase MAP Reading Growth / Achievement	MTSS Data Meeting - Flexible Grouping - (4-6) Week Reviews
Collaboration of Reading, EL, and Special Education Departments to Align Instruction and Support Student Growth	Leverage Online Resources for Differentiated Instruction and Homework
Increase MAP Math Growth / Achievement	Bridging Learning - Teacher collaboration for student learning across grade levels
Collaboration of Reading / EL / SpEd	Engaging our school community through a robust calendar of events and activities
SEL and TILT Engagment	Rejuvenate PBIS

Action Plan For: Implementation of HMH Into Reading Curriculum

Measurable Goals:
- Using the Measures of Academic Progress (MAP) assessment, students at each grade level at Aronimink will meet or exceed the expected student growth norm, as specified by NWEA 2020 Reading Student Growth Norms, from the beginning of the year to the end of the year ELA MAP benchmark assessments.   - Through the use of AIMSWEB and MAP data, the reading team will evaluate the growth of students in all grade areas, making ongoing changes to MTSS grouping based on growth, communicating/celebrating successes.   - Establish and sustain regular collaborative meetings between the Reading, EL, and Special Education teams to discuss shared students, align instructional strategies, and coordinate interventions. The purpose of this collaboration is to ensure a cohesive approach that supports the academic and linguistic needs of overlapping learners, promotes consistency in service delivery, and enhances student progress through data-informed decision-making.

Action Step	Anticipated Start/Completion Date	
During the 2025-26 school year, all teachers will be provided continued PD in online HMH components and tools such as Amira, allows for individualized targeted feedback for each student. School administration and teachers will deepen their understanding of Into Reading curriculum. The Into Reading curriculum is aligned to state and national standards. Into Reading is a guided reading approach, focused on integrating small group learning during instructional reading and writing blocks. The Into Reading curriculum provides students with the following supports: -Culturally responsive and ethnically diverse literacy texts -Embedded growth mindset instructional strategies and techniques -A comprehensive	2025-08-25	2026-06-12

leveled reading library incorporating differentiated activities -Writing workshop guides to scaffold readers as writers - A new curriculum series is also slated for the start of the 26-27 school year.		
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
Aronimink Principal - Josh Rehak Assistant Principal - Brian Walden District Supervisor for ELA - Kristin O'Neill Director of Curriculum - Christine Kelley Director of Elem. Ed. Grade Specific Instructional Coaches Teachers	HMH Into Reading curriculum / Cleartouch Board/ Online components / online resources Chromebooks -Monthly coaching sessions from District coaches	Yes

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

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

Measurable Goals:
• Using the Measures of Academic Progress (MAP) assessment, students at each grade level at Aronimink will meet or exceed the expected student growth norm, as specified by NWEA 2020 Reading Student Growth Norms, from the beginning of the year to the end of the year ELA MAP benchmark assessments. • Using the Measures of Academic Progress (MAP) assessment, students at each grade level at Aronimink will meet or exceed the expected student growth norm, as specified by NWEA 2020 Math Student Growth Norms, from the beginning of the year to the end of the year Math MAP benchmark assessments.

Action Step	**Anticipated Start/Completion Date**	
Fourth and fifth grade teachers are assigned to teach either ELA or Math. This will allow for deeper planning and the creation of individualized/differentiated lessons to address grade level standards. Teachers will be provided professional development opportunities in their designed content area and will become content specialist who implement best practices to meet the needs of their diverse learners.	2025-08-25	2026-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**

Principal Director of Curriculum District Curriculum Supervisors Grade/Content Specific Instructional Coaches Teachers	Professional Development HMH/Envisions Curriculums/Online components Collaboration Meetings LMS - Schoology ClearTouch Boards	Yes	

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

Action Plan For: Push-In Reading Support

Measurable Goals:

- Using the Measures of Academic Progress (MAP) assessment, students at each grade level at Aronimink will meet or exceed the expected student growth norm, as specified by NWEA 2020 Reading Student Growth Norms, from the beginning of the year to the end of the year ELA MAP benchmark assessments.
- Through the use of AIMSWEB and MAP data, the reading team will evaluate the growth of students in all grade areas, making ongoing changes to MTSS grouping based on growth, communicating/celebrating successes.
- Establish and sustain regular collaborative meetings between the Reading, EL, and Special Education teams to discuss shared students, align instructional strategies, and coordinate interventions. The purpose of this collaboration is to ensure a cohesive approach that supports the academic and linguistic needs of overlapping learners, promotes consistency in service delivery, and enhances student progress through data-informed decision-making.

Action Step		Anticipated Start/Completion Date	
Reading specialist and MTSS tutoring support ELA in 1st and 2nd grade through daily push-in of small group		2025-08-25	2026-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Principal AP Reading Team / MTSS Tutors 1st and 2nd Grade Teachers	Scheduled push in time Collaborative lesson planning Data review and movement	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased growth and support of our youngest readers. Differentiated support.	Reading Team, Grade Level Teachers, and Administration - revisit as needed.

Action Plan For: Collaboration of EL/Reading/Special Education

Measurable Goals:

- Using the Measures of Academic Progress (MAP) assessment, students at each grade level at Aronimink will meet or exceed the expected student growth norm, as specified by NWEA 2020 Reading Student Growth Norms, from the beginning of the year to the end of the year ELA MAP benchmark assessments.
- Establish and sustain regular collaborative meetings between the Reading, EL, and Special Education teams to discuss shared students, align instructional strategies, and coordinate interventions. The purpose of this collaboration is to ensure a cohesive approach that supports the academic and linguistic needs of overlapping learners, promotes consistency in service delivery, and enhances student progress through data-informed decision-making.
- Using the Measures of Academic Progress (MAP) assessment, students at each grade level at Aronimink will meet or exceed the expected student growth norm, as specified by NWEA 2020 Math Student Growth Norms, from the beginning of the year to the end of the year Math MAP benchmark assessments.
- It is essential for elementary teachers in consecutive grade levels to meet regularly to discuss common language, instructional practices, support future learning, and shared challenges. These vertical conversations help ensure continuity in student learning, support smoother transitions between grades, and promote a cohesive approach to curriculum and expectations. By identifying problems of practice together, teachers can align strategies, address learning gaps more effectively, and strengthen overall student outcomes.

Action Step	Anticipated Start/Completion Date	
Weekly, scheduled formal collaboration of Reading, EL, and SpEd teachers to discuss student support and align practices to meet varying student needs.	2025-08-25	2026-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Reading Team EL Team SpEd Team Principal / AP	Curriculum Materials Student Data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased communication, collaboration and aligned practices to support of students receiving support from more than one department.	Weekly - Reading Team, EL Team, Special Education Team

Action Plan For: Elementary Homework Expectation

Measurable Goals:
• Using the Measures of Academic Progress (MAP) assessment, students at each grade level at Aronimink will meet or exceed the expected student growth norm, as specified by NWEA 2020 Reading Student Growth Norms, from the beginning of the year to the end of the year ELA MAP benchmark assessments. • Utilize online resources such as IXL and Xtra Math to support learning and help remediate prerequisite skills for all students. Within the school environment, utilization of online platforms supports current learning. As homeroom, utilization of online platforms supports remediation of prerequisite skills. • Using the Measures of Academic Progress (MAP) assessment, students at each grade level at Aronimink will meet or exceed the expected student growth norm, as specified by NWEA 2020 Math Student Growth Norms, from the beginning of the year to the end of the year Math MAP benchmark assessments. • Weekly collaboration of Reading, ELL, and Special Education to track shared student growth, align instructional practices, and support student learning.

Action Step	Anticipated Start/Completion Date	
Communication and Implementation of Elementary Homework Plan. Communicated via ParentLink, Wednesday Folder, and Classroom Teachers. Classrooms incentivize usage of online platforms and skills gained.	2025-08-25	2026-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
Principal AP Classroom Teacher	Grade Level Meeting Online Platform Data Parent Information Nights	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased participation and development of skills	Administration, Coaches, Classroom Teachers - reviewed at bi-weekly grade level meetings.

DRAFT: Pending Board Approval

Action Plan For: School Community Engagement

Measurable Goals:
• Utilize online resources such as IXL and Xtra Math to support learning and help remediate prerequisite skills for all students. Within the school environment, utilization of online platforms supports current learning. As homeroom, utilization of online platforms supports remediation of prerequisite skills. • Sharing resources with families through school community nights, curriculum nights and other school engagement opportunities in an effort to build a sense of community and support. • It is essential for elementary teachers in consecutive grade levels to meet regularly to discuss common language, instructional practices, support future learning, and shared challenges. These vertical conversations help ensure continuity in student learning, support smoother transitions between grades, and promote a cohesive approach to curriculum and expectations. By identifying problems of practice together, teachers can align strategies, address learning gaps more effectively, and strengthen overall student outcomes. • Weekly collaboration of Reading, ELL, and Special Education to track shared student growth, align instructional practices, and support student learning.

Action Step		Anticipated Start/Completion Date	
Track attendance at events - sign in sheets to further engage families. Include HSA at all school functions - set up tables to engage HSA and Club advisors partnering		2025-08-25	2026-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal Assistant Principal Home and School Association	Flyers, Communications, Collaboration Time	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased attendance at school community events.	HSA and Staff Attendance at events Advertising of events.

Action Plan For: Social Emotional Learning / PBIS Restart Implementation

Measurable Goals:
• Social Emotional Learning lessons taught with fidelity in all classrooms. Trauma Informed Leadership Team providing lessons and expectations for each classrooms - Brain Breaks, Calming Corners, Classroom Regulation Plans, Sensory Walkways

Action Step	Anticipated Start/Completion Date	
Rejuvenation of the PBIS Framework - Revisit all PBIS systems, expectations, and acknowledgment systems	2025-08-25	2026-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**

Principal Assistant Principal PBIS Core Team	Meetings, surveys, data tracking and sharing	Yes	
Action Step		**Anticipated Start/Completion Date**	
Trauma Informed Leadership Team - Professional Development and Implementation		2025-08-25	2026-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
TILT Team Principal / AP	Budget for TILT Items for calming corners, sensory walkways,	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Decreased behavior, increased acknowledgement of students	Administration, PBIS Core Team.

DRAFT: Pending Board Approval

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.

DRAFT: Pending Board Approval

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implementation of HMH Into Reading Curriculum	During the 2025-26 school year, all teachers will be provided continued PD in online HMH components and tools such as Amira, allows for individualized targeted feedback for each student. School administration and teachers will deepen their understanding of Into Reading curriculum. The Into Reading curriculum is aligned to state and national standards. Into Reading is a guided reading approach, focused on integrating small group learning during instructional reading and writing blocks. The Into Reading curriculum provides students with the following supports: -Culturally responsive and ethnically diverse literacy texts -Embedded growth mindset instructional strategies and techniques -A comprehensive leveled reading library incorporating differentiated activities -Writing workshop guides to scaffold readers as writers - A new curriculum series is also slated for the start of the 26-27 school year.
Departmentalization of 4th and 5th Grade	Fourth and fifth grade teachers are assigned to teach either ELA or Math. This will allow for deeper planning and the creation of individualized/differentiated lessons to address grade level standards. Teachers will be provided professional development opportunities in their designed content area and will become content specialist who implement best practices to meet the needs of their diverse learners.
Push-In Reading Support	Reading specialist and MTSS tutoring support ELA in 1st and 2nd grade through daily push-in of small group
Elementary Homework Expectation	Communication and Implementation of Elementary Homework Plan. Communicated via ParentLink, Wednesday Folder, and Classroom Teachers. Classrooms incentivize usage of online platforms and skills gained.
Social Emotional Learning / PBIS Restart Implementation	Rejuvenation of the PBIS Framework - Revisit all PBIS systems, expectations, and acknowledgment systems
Social Emotional Learning / PBIS Restart Implementation	Trauma Informed Leadership Team - Professional Development and Implementation

MAP and Aimsweb PD

Action Step
• During the 2025-26 school year, all teachers will be provided continued PD in online HMH components and tools such as Amira, allows for individualized targeted feedback for each student. School administration and teachers will deepen their understanding of Into Reading curriculum. The Into Reading curriculum is aligned to state and national standards. Into Reading is a guided reading approach, focused on integrating small group learning during instructional reading and writing blocks. The Into Reading curriculum provides students with the following supports: -Culturally responsive and ethnically diverse literacy texts -Embedded growth mindset instructional strategies and techniques -A comprehensive leveled reading library incorporating differentiated activities -Writing workshop guides to scaffold readers as writers - A new curriculum series is also slated for the start of the 26-27 school year.

Reading specialist and MTSS tutoring support ELA in 1st and 2nd grade through daily push-in of small group

Audience
Classroom Teachers

Topics to be Included
HMH online components, Fluency PD, MAP and Aimsweb training

Evidence of Learning
Increased understanding of online programming, utilizing the data to inform instruction, and working with Reading

Lead Person/Position	Anticipated Start	Anticipated Completion
Principal / AP / Reading Team / Coaches	2025-08-25	2026-06-12

Learning Format

Type of Activities	Frequency
Inservice day	Quarterly through Data Meeting Process

Observation and Practice Framework Met in this Plan
• 1b: Demonstrating Knowledge of Students
• 1e: Designing Coherent Instruction
• 3d: Using Assessment in Instruction

This Step Meets the Requirements of State Required Trainings

Social and Emotional Learning

Action Step
• Trauma Informed Leadership Team - Professional Development and Implementation

Audience
Staff / Students

Topics to be Included
Calming Corners, Sensory Walkway Usage, Break Brain Strategies, Classroom Regulation Plans

Evidence of Learning
Implementation of expectations, TILT Surveys

Lead Person/Position	Anticipated Start	Anticipated Completion
TILT Team, Principal, AP, Counselor, Social Worker	2025-08-25	2026-06-12

Learning Format

Type of Activities	Frequency

Professional Learning Community (PLC)	Bi-weekly meetings

Observation and Practice Framework Met in this Plan

- 1b: Demonstrating Knowledge of Students
- 2b: Establishing a Culture for Learning
- 3e: Demonstrating Flexibility and Responsiveness
- 4e: Growing and Developing Professionally

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

PBIS Rejuvenation and Implementation

Action Step
• Rejuvenation of the PBIS Framework - Revisit all PBIS systems, expectations, and acknowledgment systems

Audience
Staff and Students

Topics to be Included
Expectations across all environments, Revisiting Major/Minors, Creating common language and Tier 1 interventions across grade levels

Evidence of Learning
Usage of new interventions, decrease in infractions, qualitative and quantitative data

Lead Person/Position	Anticipated Start	Anticipated Completion
Principal / AP / PBIS Core Team	2025-08-25	2026-06-12

Learning Format

Type of Activities	Frequency
Action research	Bi-Weekly Meetings

Observation and Practice Framework Met in this Plan

- 2a: Creating an Environment of Respect and Rapport
- 2d: Managing Student Behavior

This Step Meets the Requirements of State Required Trainings

DRAFT: Pending Board Approval

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Joshua Rehak	2025-05-12
School Improvement Facilitator Signature	**Date**
Joshua Rehak	2025-05-12

DRAFT: Pending Board Approval