

ARONIMINK EL SCH

4611 Bond Ave

School Plan | 2023 - 2024

VISION FOR LEARNING

Aronimink Elementary School is committed to fostering a community of engaged learners to prepare and motivate them for successful citizenship in our rapidly changing world. Our dedicated educators strive to instill the importance of continuous growth and improvement. Aronimink provides an array of educational experiences through our curriculum, school programming, and events and activities that build students' understanding of the world around them. We praise the importance of a strong, inclusive, and engaged school community, recognizing all students for their commitment to our core values of respect, responsibility, and safety. We encourage the practice of growth mindset to build resilience, grit, and necessary skills for the 21st century problem solver. Our cooperative and collaborative school community maintains high expectations for learning, provides rigorous learning opportunities inside and outside of the school day, and supports the social-emotional needs of all so that they will be successful today and prepared for tomorrow.

STEERING COMMITTEE

Name	Position	Building/Group
Joshua Rehak	Principal	Aronimink Elementary School
Andrea Simpson	Other	Aronimink Elementary School
Amy Davenport	Education Specialist	Aronimink Elementary School
Kristie Coyle	Teacher	Aronimink Elementary School
Martha Ford	Parent	Home and School
Brendan Dunn	Teacher	Aronimink Elementary School
Meagan Rubino	Community Member	Community Member/Parent
Chrissy Cicala	Teacher	Aronimink Elementary School
Kevin Kee	Teacher	Aronimink Elementary School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The Aronimink staff will continue to collaborate and create meaningful objectives for daily lessons. The adoption of the HMH Into Reading curriculum is a giant step in providing students with an enriched and more rigorous curriculum and culturally relevant content. 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.	English Language Arts English Language Arts English Language Arts
The Aronimink staff will continue to collaborate with their grade level partners and district instructional coaches to create meaningful objectives and learning opportunities for our students. The adoption of the ENVISIONS math curriculum is a helpful in providing students with an enriched and more rigorous curriculum. Students will have a more in-depth tool belt of useful strategies and deeper understanding of math principles. Continued work with Tena Fulgum, a consultant of the district, will continue to offer useful PD to our teachers.	Mathematics Mathematics Mathematics
With the merge of Walter Senkow Elementary school, student groups will grow dramatically. Increased student population will lead to increased ELL, MTSS, Pupil Service, and teacher supports. Aronimink will have the staff to support students.	Essential Practices 3: Provide Student- Centered

Priority Statement	Outcome Category
	Support Systems
	School climate and culture
	Social emotional learning

ACTION PLAN AND STEPS

Evidence-based Strategy	
Implementation of HMH Into Reading Curriculum	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
3rd Grade MAP Reading	Using the Measures of Academic Progress (MAP) assessment, third grade students at Aronimink will meet or exceed the expected student growth norm of 10.5 , 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.
4th Grade MAP Reading	Using the Measures of Academic Progress (MAP) assessment, fourth grade students at Aronimink will meet or

Goal Nickname	Measurable Goal Statement (Smart Goal)
	exceed the expected student growth norm of 8.16 , 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.
5th Grade MAP Reading	Using the Measures of Academic Progress (MAP) assessment, fifth grade students at Aronimink will meet or exceed the expected student growth norm of 6.5, 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.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
During the 2023-24 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	2023-08-28 - 2024-06-14	Aronimink Principal - Josh Rehak Assistant Principal - Andrea Simpson District Supervisor for ELA - Kristin O'Neill District Supervisor for Math - Rob Schwartz Director of Curriculum - Christine Kelley Director of	HMH Into Reading curriculum / Cleartouch Board/ Online components / online resources Chromebooks -Monthly coaching sessions from District coaches

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Elem. Ed. Grade Specific Instructional Coaches Teachers	

Anticipated Outcome
Increased student achievement (proficient and advanced scores) and continued gains in overall growth in ELA/Reading

Monitoring/Evaluation
NWEA MAP assessments that are measured 3 times per year (Fall, Winter and Spring) assessment data. New data and a student growth will be reviewed at district data meeting days. This will also occur more frequently at grade level meetings. This information will provide opportunities to guide instructional decisions for school, classroom, and individual student needs. Data from Amira will be used to track student progress within the classroom.

Evidence-based Strategy
Departmentalization of 4th and 5th Grade

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

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4th Grade MAP Math	Using the Measures of Academic Progress (MAP) assessment, fourth grade students at Aronimink will meet or exceed the expected student growth norm of 10.96 , 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.
5th Grade MAP Math	Using the Measures of Academic Progress (MAP) assessment, 5th grade students at Aronimink will meet or exceed the expected student growth norm of 9.62, as specified by NWEA 2020 Math Student Growth Norms, from the beginning of the year to the end of the year Math benchmark assessments.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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. Increased staff with the merge of Senkow and Aronimink will lead to increased team support.	2023-08-28 - 2024-06-14	Principal Director of Curriculum District Curriculum Supervisors Grade/Content Specific Instructional Coaches Teachers	Professional Development HMH/Envisions Curriculums/Online components LMS - Schoology ClearTouch Boards

Anticipated Outcome
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. With the merger of Senkow, grade level teams will have more educators to collaborate with on a daily basis. 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.

Monitoring/Evaluation
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.

Evidence-based Strategy			
Social Emotional Learning			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
Partnership with Lakeside Neurologic - Provided with 2 Neurologic Specialist	All staff members will continue to receive trauma informed care professional development training to build their knowledge of trauma informed instruction. Through Lakeside Neurologic, teachers will be provided consultation for one week a month with designated Neurologic coach on trauma-informed care of students. Strategies, such as cool down centers and brain movement breaks, and self-care plans for both students, suggested by Lakeside Neurologic will be implemented throughout classroom and school-wide environments.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Increased supportive school environment, relationship building, trauma knowledge, self-care, behavior consultation	2023-08-28 - 2024-06-14	Lakeside Representative Principal Assistant Principal Social Worker Guidance Counselor	SEL Lessons Calming Corners/Sensory Items Neurologic Supports Danielson Framework
Anticipated Outcome			
Increased supportive school environment, relationship building, trauma knowledge, self-care, behavior consultation			
Monitoring/Evaluation			
Neurologic Principal Assistant Principal Social Worker / Guidance Counselor			

Evidence-based Strategy
IXL Program: Math

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
4th Grade MAP Math	Using the Measures of Academic Progress (MAP) assessment, fourth grade students at Aronimink will meet or exceed the expected student growth norm of 10.96 , 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.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continued implementation and professional developement in IXL Aronimink staff. Teachers will strategically utilize MAP Data/Learning Continuum and Envisions Data to build individualized IXL	2023-08-28 - 2024-06-14	Principal Assistant Principal District Math Supervisor	MAP and Envisions Data IXL Program Chromebooks

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
programing to meet and reinforce students' needs.		Director of Curriculum	

Anticipated Outcome

Improved growth and achievement scores in math.

Monitoring/Evaluation

NWEA MAP Fall, Winter and Spring assessment data will be monitored to track progress. This information will be reviewed at quarterly data meetings and used to guide instructional decisions for school, classroom, and individual student needs.

Evidence-based Strategy

Envisions Math Curriculum - Implementation and Training

Measurable Goals

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4th Grade MAP Math	Using the Measures of Academic Progress (MAP) assessment, fourth grade students at Aronimink will meet or exceed the expected student growth norm of 10.96 , 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.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
In the 2023-2024 school year, all elementary grades will continue to implement the second year of the Envisions Mathematics program. Rolled out during the 20-21 school year virtually, this program was implemented utilizing in-person instruction as designed. This program seeks to help students develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling. This program also contain online components for individualized work and data for teachers.	2023-08-28 - 2024-06-14	Principal AP Coaches Math Supervisor	Envisions Curriculum/Online Components PD Coaching Sessions

Anticipated Outcome
Increased growth scores, increased "toolbelt" of student resources

Monitoring/Evaluation
Daily, weekly, quarterly

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the Measures of Academic Progress (MAP) assessment, third grade students at Aronimink will meet or exceed the expected student growth norm of 10.5 , 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. (3rd Grade MAP Reading)	Implementation of HMH Into Reading Curriculum	During the 2023-24 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	08/28/2023
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		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	

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

leveled reading
library
incorporating
differentiated
activities -Writing
workshop guides
to scaffold readers
as writers

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Using the Measures of Academic Progress (MAP) assessment, fourth grade students at Aronimink will meet or exceed the expected student growth norm of 10.96 , 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. (4th Grade MAP Math)			
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All staff members will continue to receive trauma informed care professional development training to build their knowledge of trauma informed instruction. Through Lakeside Neurologic, teachers will be provided consultation for one week a month with designated Neurologic coach on trauma-informed care of students. Strategies, such as cool down centers and brain movement breaks, and self-care plans for both students, suggested by Lakeside Neurologic will be implemented throughout classroom and school-wide environments. (Partnership with Lakeside Neurologic - Provided with 2 Neurologic Specialist)	Social Emotional Learning	Increased supportive school environment, relationship building, trauma knowledge, self-care, behavior consultation	08/28/2023 - 06/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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Using the Measures of Academic Progress (MAP) assessment, 5th grade students at Aronimink will meet or exceed the expected student growth norm of 9.62, as specified by NWEA 2020 Math Student Growth Norms, from the beginning of the year to the end of the year Math benchmark assessments. (5th Grade MAP Math)			
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling. This program also contain online components for individualized work and data for teachers.

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature	Joshua Rehak	2023-06-18
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ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Aronimink - Future Ready Index - Exceeded Regular Attendance Standard

Aronimink and Walter Senkow elementary school both met or exceeded the growth expectations in English Language Arts.

Aronimink and Walter Senkow elementary school both met or exceeded the growth expectations in Math

On the 2022-23 PSSA, students in grades 4 and 5 MET or EXCEEDED the grade level growth expectations.

Senkow - Future Ready Index - Met Regular Attendance Standard

4th and 5th grade Economically Disadvantaged Students received a ELA growth index score indicating that they met the standard for PA Academic Growth

Aronimink fell short of the statewide standard for achievement in MATH on the PSSA with 33.3% proficiency for economically disadvantaged students. However, Aronimink earned a growth score of 87 on the Future Ready Index for the subgroup.

Challenges

Aronimink - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - English Language Arts

Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - MATH

Senkow - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - English Language Arts

Aronimink fell short of the statewide standard for achievement in MATH on the 2022 PSSA with 50.4% proficiency. The disaggregated subgroups - Black (37.7%) and economically disadvantaged (33.3%) grew, but achieved significantly less than White (71.4). Students with disabilities (20.7%) saw a decline in their achievement from the previous year.

Senkow - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - MATH

Aronimink would benefit from additional supports like many of the other district elementary schools such as a guidance counselor and full time social worker. These positions would assist students

Strengths

Aronimink fell short of the statewide standard for achievement in ELA on the PSSA with 40.6% proficiency. However, Aronimink earned a growth score of 75 on the Future Ready Index for the subgroup.

Based on MAP Math data from the 2022-23 school year, more Aronimink students (Grades 1,2,4,5) moved into proficiency from Fall (BOY) to Spring (EOY). 1st - 26.8% to 37.7% 2nd - 42.2% to 56.5% 4th - 39.6% to 61.7% 5th - 37.8 to 43.5%

PVAAS data for the last two years has greatly improved. Aronimink has exceeded the growth score earning a light blue designation. The new 3 year average has transitioned from red to light blue, validating the commitment from teachers with the new curriculum.

According to the Future Ready PA Index, Aronimink outperformed the career benchmark performance with a score of 100% outperforming the state average of 88.3%

Aronimink and Walter Senkow elementary school both met or exceeded the growth expectations in English Language Arts.

Aronimink and Walter Senkow elementary school both met or exceeded the growth expectations in Math

Senkow - Future Ready Index - Met Regular Attendance Standard

Challenges

supporting college and career readiness initiatives, provides lessons to students that enhances their social and emotional development, and equips them for experiences outside of the school in their local communities. These resources are slated for the 2023-24 school year.

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.

Due to the small school population and number of students opting out, Aronimink Elementary does not have a sufficient race/ethnicity sample to draw meaningful conclusions based on student growth.

Senkow - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - English Language Arts

Senkow - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - MATH

Although Aronimink exceeded the statewide standard for achievement in ELA on the PSSA, economically disadvantaged,

Strengths

Students from disaggregated groups have met or exceeded the grade level growth expectations.

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.

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 .

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physical

On MAP Math assessment, both our black and economically disadvantaged subgroups met or exceeded the growth standard in grades 1 through 5.

On the PSSA assessment, students in 4th and 5th grade exceeded the growth expectation with the growth indicator "well above" which is indicated in dark blue growth.

The new TWIG science curriculum has led to improved

Challenges

black, and students with disabilities, did not meet the statewide average of 54.1%

Walter Senkow did not met the English Language Growth and Attainment improvement target

With the transient community and the large number of students classified as EL students, we need to better support our EL students

Strengths

engagement and the district's commitment to improving the science experience for our students.

4th and 5th grade Economically Disadvantaged Students received a Math growth index score indicating that they met the standard for PA Academic Growth with a growth index of 1.72 (Light Blue)

Most Notable Observations/Patterns

Aronimink Elementary will continue to show growth and exceed student growth norms. Although we have strong growth scores, with our dedicated staff, relatively ELA and Math curriculums, new science curriculum and 99% of our students returning to in-person, we will address the declining trend of advanced and proficient scores across all disaggregated groups.

Challenges

Discussion Point

Priority for Planning

Aronimink - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - English Language Arts

The return to full in-person instruction allowed for daily differentiated instruction, a solid MTSS program, and frequent formal and informal assessment. Through hard work, educators have invested time in closing the increased achievement gap from the pandemic years.

✓

Future Ready PA Index -

This is the district's 3rd year with our new Envisions curriculum. Curriculum

✓

Challenges	Discussion Point	Priority for Planning
Achievement - Proficient or Advanced on PA State Assessments - MATH	was rolled out in the pandemic year which did not allow for optimal initial implementation. Previously virtual learning did not allow for curriculum to be delivered with fidelity and lacked student engagement. Return to full in-person instruction lead to increased engagement, more frequent formative assessment, increased validity in summative assessments, and delivering content in a traditional learning environment. Aronimink utilized IXL to differentiate instruction and remediate through increased skill development.	
Aronimink fell short of the statewide standard for achievement in MATH on the 2022 PSSA with 50.4% proficiency. The disaggregated subgroups - Black (37.7%) and economically disadvantaged (33.3%) grew, but achieved significantly less than White (71.4). Students with disabilities (20.7%) saw a decline in their achievement from the previous year.	Aronimink has become a more transient community. New student enrollment has led to students with more academic needs. The increase in MTSS, ELL, and special education supports will be beneficial in supporting struggling learners at a tiered level	✓
Aronimink would benefit from additional supports like many of the other district elementary schools such as a guidance counselor and full time social worker. These positions would assist students supporting college and career readiness	Although Aronimink Elementary School has a system in place to ensure the implementation of effective instructional practices to meet the needs of all our students, the increased extra supports from the merger of Senkow will such as a lead teacher or guidance counselor like the other district elementary schools. Aronimink continues to provide necessary supports through out PBIS framework. Lessons allow for teachers to easily communicate and create classroom environments of respect, rapport, and	

Challenges	Discussion Point	Priority for Planning
initiatives, provides lessons to students that enhances their social and emotional development, and equips them for experiences outside of the school in their local communities. These resources are slated for the 2023-24 school year.	high expectations. This is also reinforced daily through the morning meeting that takes place in each classroom. Due to the small size of Aronomink student body and faculty, all teachers actively participate in managing procedures and student behavior. During the 2022-23 school year, an Assistant Principal will be added to the staff. This will no doubt support teaching, learning, and behavioral support in all grade levels.	
Senkow - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - English Language Arts		
Senkow - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - MATH		

ADDENDUM B: ACTION PLAN

Action Plan: Implementation of HMH Into Reading Curriculum

Action Steps	Anticipated Start/Completion Date
During the 2023-24 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	08/28/2023 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
<p>NWEA MAP assessments that are measured 3 times per year (Fall, Winter and Spring) assessment data. New data and a student growth will be reviewed at district data meeting days. This will also occur more frequently at grade level meetings. This information will provide opportunities to guide instructional decisions for school, classroom, and individual student needs. Data from Amira will be used to track student progress within the classroom.</p>	<p>Increased student achievement (proficient and advanced scores) and continued gains in overall growth in ELA/Reading</p>
Material/Resources/Supports Needed	PD Step
<p>HMH Into Reading curriculum / Cleartouch Board/ Online components / online resources Chromebooks -Monthly coaching sessions from District coaches</p>	<p>yes</p>
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<p>-----</p>	

Action Plan: Departmentalization of 4th and 5th Grade

Action Steps	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. Increased staff with the merge of Senkow and Aronimink will lead to increased team support.	08/28/2023 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
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.	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. With the merger of Senkow, grade level teams will have more educators to collaborate with on a daily basis. 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.

Material/Resources/Supports Needed	PD Step
Professional Development HMH/Envisions Curriculum/Online components LMS - Schoology ClearTouch Boards	yes

Action Plan: Social Emotional Learning

Action Steps	Anticipated Start/Completion Date
Increased supportive school environment, relationship building, trauma knowledge, self-care, behavior consultation	08/28/2023 - 06/14/2024
Monitoring/Evaluation	Anticipated Output
Neurologic Principal Assistant Principal Social Worker / Guidance Counselor	Increased supportive school environment, relationship building, trauma knowledge, self-care, behavior consultation
Material/Resources/Supports Needed	PD Step
SEL Lessons Calming Corners/Sensory Items Neurologic Supports Danielson Framework	yes

Action Plan: IXL Program: Math

Action Steps		Anticipated Start/Completion Date	
Continued implementation and professional developement in IXL Aronimink staff. Teachers will strategically utilize MAP Data/Learning Continuum and Envisions Data to build individualized IXL proگرامing to meet and reinforce students' needs.		08/28/2023 - 06/14/2024	
Monitoring/Evaluation		Anticipated Output	
NWEA MAP Fall, Winter and Spring assessment data will be monitored to track progress. This information will be reviewed at quarterly data meetings and used to guide instructional decisions for school, classroom, and individual student needs.		Improved growth and achievement scores in math.	
Material/Resources/Supports Needed			PD Step
MAP and Envisions Data IXL Program Chromebooks			yes

Action Plan: Envisions Math Curriculum - Implementation and Training

Action Steps	Anticipated Start/Completion Date
In the 2023-2024 school year, all elementary grades will continue to implement the second year of the Envisions Mathematics program. Rolled out during the 20-21 school year virtually, this program was implemented utilizing in-person instruction as designed. This program seeks to help students develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling. This program also contain online components for individualized work and data for teachers.	08/28/2023 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
Daily, weekly, quarterly	Increased growth scores, increased "toolbelt" of student resources

Material/Resources/Supports Needed	PD Step
Envisions Curriculum/Online Components PD Coaching Sessions	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the Measures of Academic Progress (MAP) assessment, third grade students at Aronimink will meet or exceed the expected student growth norm of 10.5 , 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. (3rd Grade MAP Reading)	Implementation of HMH Into Reading Curriculum	During the 2023-24 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	08/28/2023
Using the Measures of Academic Progress (MAP) assessment, fourth grade students at Aronimink will meet or exceed the expected student growth norm of 8.16 , 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. (4th Grade MAP Reading)			-
Using the Measures of Academic Progress (MAP) assessment, fifth grade students at Aronimink will meet or exceed the expected student growth norm of 6.5, 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. (5th Grade MAP Reading)			06/14/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		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	
Using the Measures of Academic Progress (MAP) assessment, third grade students at Aronimink will meet or exceed the expected student growth norm of 10.5 , 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. (3rd Grade MAP Reading)	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	08/28/2023 - 06/14/2024
Using the Measures of Academic Progress (MAP) assessment, fourth grade students at Aronimink will meet or exceed the expected student growth norm of 10.96 , 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. (4th Grade MAP Math)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the Measures of Academic Progress (MAP) assessment, 5th grade students at Aronimink will meet or exceed the expected student growth norm of 9.62, as specified by NWEA 2020 Math Student Growth Norms, from the beginning of the year to the end of the year Math benchmark assessments. (5th Grade MAP Math)		designed content area and will become content specialist who implement best practices to meet the needs of their diverse learners. Increased staff with the merge of Senkow and Aronimink will lead to increased team support.	
Using the Measures of Academic Progress (MAP) assessment, fourth grade students at Aronimink will meet or exceed the expected student growth norm of 8.16 , 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. (4th Grade MAP Reading)			
Using the Measures of Academic Progress (MAP) assessment, 3rd grade students at Aronimink will meet or exceed the expected student growth norm of 12.6 , as specified by NWEA 2020 Math Student Growth Norms, from the beginning of the year to the end of the year Math benchmark assessments. (3rd Grade MAP Math)			
Using the Measures of Academic Progress (MAP) assessment, fifth grade students at Aronimink will meet or exceed the expected student growth norm of 6.5, 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. (5th Grade MAP Reading)			
All staff members will continue to receive trauma informed care professional development training to build their knowledge of trauma	Social Emotional Learning	Increased supportive school environment, relationship	08/28/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
informed instruction. Through Lakeside Neurologic, teachers will be provided consultation for one week a month with designated Neurologic coach on trauma-informed care of students. Strategies, such as cool down centers and brain movement breaks, and self-care plans for both students, suggested by Lakeside Neurologic will be implemented throughout classroom and school-wide environments. (Partnership with Lakeside Neurologic - Provided with 2 Neurologic Specialist)		building, trauma knowledge, self-care, behavior consultation	06/14/2024
Using the Measures of Academic Progress (MAP) assessment, fourth grade students at Aronimink will meet or exceed the expected student growth norm of 10.96 , 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. (4th Grade MAP Math)	IXL Program: Math	Continued implementation and professional development in IXL Aronimink staff. Teachers will strategically utilize MAP Data/Learning Continuum and Envisions Data to build individualized IXL programing to meet and reinforce students' needs.	08/28/2023
Using the Measures of Academic Progress (MAP) assessment, 5th grade students at Aronimink will meet or exceed the expected student growth norm of 9.62, as specified by NWEA 2020 Math Student Growth Norms, from the beginning of the year to the end of the year Math benchmark assessments. (5th Grade MAP Math)			-
Using the Measures of Academic Progress (MAP) assessment, 3rd grade students at Aronimink will meet or exceed the expected student growth norm of 12.6 , as specified by NWEA 2020 Math Student Growth Norms, from the beginning of the year to the end of			06/14/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
the year Math benchmark assessments. (3rd Grade MAP Math)			
Using the Measures of Academic Progress (MAP) assessment, fourth grade students at Aronimink will meet or exceed the expected student growth norm of 10.96 , 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. (4th Grade MAP Math)	Envisions Math Curriculum - Implementation and Training	In the 2023-2024 school year, all elementary grades will continue to implement the second year of the Envisions Mathematics program. Rolled out during the 20-21 school year virtually, this program was implemented utilizing in-person instruction as designed. This program seeks to help students develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling. This program also contain online components for individualized work and data for teachers.	08/28/2023
Using the Measures of Academic Progress (MAP) assessment, 5th grade students at Aronimink will meet or exceed the expected student growth norm of 9.62, as specified by NWEA 2020 Math Student Growth Norms, from the beginning of the year to the end of the year Math benchmark assessments. (5th Grade MAP Math)			-
Using the Measures of Academic Progress (MAP) assessment, 3rd grade students at Aronimink will meet or exceed the expected student growth norm of 12.6 , as specified by NWEA 2020 Math Student Growth Norms, from the beginning of the year to the end of the year Math benchmark assessments. (3rd Grade MAP Math)			06/14/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev	
Social and Emotional Learning PD - Ongoing	Teachers	Breakdown of Domains - focus on Domain 1 and 2. Planning, preparing and effectively creating trauma-informed lessons and classroom.	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
Teachers are expected to enhance their classroom environment and relationships with in the classroom. Development of Calming Corners in all classrooms. Instructional delivery and practices is trauma-informed which will be evident throughout learning walks. Teacher formal observations will capture the impact instructional coaching and support. Development of Sensory Room and Sensory Walkways		08/21/2023 - 06/14/2024	Principal, AP, Neurologic
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:	
1b: Demonstrating Knowledge of Students			
1c: Setting Instructional Outcomes			
1a: Demonstrating Knowledge of Content and Pedagogy			

Professional Development Step	Audience	Topics of Prof. Dev
HMH - ELA Programming, Resources, Data Reviews	Classroom teachers, reading specialists, ELL and Special Education teachers	Ongoing Professional Development with coaches of curriculum and data

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Effective implementation (Observation/Walkthroughs/Learning Walks), Reflection, Discussion, Student data	08/21/2023 - 06/14/2024	Principal Assistant Principal Coaches Supervisor Director of Curriculum

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3c: Engaging Students in Learning	
2b: Establishing a Culture for Learning	
4e: Growing and Developing Professionally	
1e: Designing Coherent Instruction	
3d: Using Assessment in Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Mathematics - Envisions Implementation and Training	Teachers	Implementation of Envisions curriculum and online components and IXL for more individualized approached to math instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Various student data, classroom learning walks, observations/walkthroughs	08/21/2023 - 06/21/2024	Principal, Assistant Principal, District Supervisors

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3c: Engaging Students in Learning	
1e: Designing Coherent Instruction	
1a: Demonstrating Knowledge of Content and Pedagogy	
1b: Demonstrating Knowledge of Students	

Professional Development Step	Audience	Topics of Prof. Dev
PBIS Expectations	Teachers/Students	Revamped School-wide Expectations, Social Emotion Learning, Mindfulness, Trauma Informed Care, Youth Court, Restorative Practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Certifications of all areas, Improved student data, learning walks, observations/walkthrough	08/14/2023 - 06/14/2024	Principal Assistant Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning	
4a: Reflecting on Teaching	
4e: Growing and Developing Professionally	
2a: Creating an Environment of Respect and Rapport	

Professional Development Step	Audience	Topics of Prof. Dev
PBIS Expectations	Teachers/Students	Revamped School-wide Expectations, Social Emotion Learning, Mindfulness, Trauma Informed Care, Youth Court, Restorative Practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Certifications of all areas, Improved student data, learning walks, observations/walkthrough	08/14/2023 - 06/14/2024	Principal Assistant Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4a: Reflecting on Teaching	
4e: Growing and Developing Professionally	
2b: Establishing a Culture for Learning	
2a: Creating an Environment of Respect and Rapport	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
School Website / HSA Meeting	Review of Plan - strengths and challenges	Home and School Meeting	School Community	Fall 2023
