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Profile and Plan Essentials

School		AUN/Branch
Upper Darby Kindergarten Center		125239452
Address 1		
3200 State Rd		
Address 2		
City	State	Zip Code
Drexel Hill	PA	19026
Chief School Administrator		Chief School Administrator Email
Dr. Daniel McGarry		dmcgarry@upperdarbysd.org
Principal Name		
Anna Marie DiLossi		
Principal Email		
amdilossi@upperdarbysd.org		
Principal Phone Number		Principal Extension
610-284-7992		5401
School Improvement Facilitator Name		School Improvement Facilitator Email
Anna Marie DiLossi		amdilossi@upperdarbysd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Anna Marie DiLossi	Principal	UDKC	amdilossi@upperdarbysd.org
James Galligan	Other	UDKC	jgalligan@upperdarbysd.org
Greg Manfre	Director of Elementary Education	UDSD	greg.manfre@upperdarbysd.org
Kenisha Reid Wilkinson	Social Worker	UDKC	evera@upperdarbysd.org
Jill Shaw	Guidance Counselor	UDKC	jshaw@upperdarbysd.org
Gina Applegate	Classroom Teacher	UDKC	gapplegate@upperdarbysd.org
Jenn Maguire	School Nurse	UDKC	jmaguire@upperdarbysd.org
Eileen Hovey	Reading Specialist	UDKC	ehovey@upperdarbysd.org
Kristin O'Neill	District Level Leaders	UDSD	koneill@upperdarbysd.org
Kiana Craig	Community Member	UDKC	kcraig@upperdarbysd.org
Frances Chea	Parent	UDKC	fchea1107@gmail.com
Daniel McGarry	Chief School Administrator	UDSD	dmcgarry@upperdarbysd.org

Vision for Learning

Vision for Learning

The Kindergarten Center's mission is to provide a nurturing, safe, and fun environment that will introduce children to the exciting world of learning. In fostering individuality, creativity, and imagination, students at the Kindergarten Center will develop life-long friends and a life-long love of learning. We are committed to establishing a strong foundation that opens the doors for continued academic success and endless possibilities.

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Future Ready PA Index

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

True K	False 1	False 2	False 3	False 4	False 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
During the 2024-2025 School Year, students were able to increase their timed Phonemic Segmentation fluency from 28% at the Middle of the Year AIMSWEB to 50% on the End of the Year AIMSWEB Phonemic Segmentation Subtest.	Integration of Foundations and Heggerty as part of the core Kindergarten Curriculum. Focusing on reteaching Foundations Units until 80% of each class has reached benchmarks before moving on to the next Unit.
2024-2025 Foundations Mid-Unit Assessment to the End of Unit 1 Assessment showed great gains for students, with 76% achieving benchmark on the Mid-Unit Assessment and 82% achieved Benchmark on the End of Unit 1 Assessment.	The ability of teachers to reteach lessons until 80% of class has achieved benchmark allows for students to have a solid foundation of their letter naming, letter sound recognition and Phonemic Segmentation.
2024-2025 Pennsylvania Department of Education PBIS awarded the UDKC for Fidelity of Implementation at the Universal Level.	2024-2025 Pennsylvania Department of Education PBIS awarded the UDKC for Fidelity of Implementation at the Universal Level.

Challenges

Indicator	Comments/Notable Observations
Despite the fact that there was an increase of At or Above Benchmark students from the middle of the year AIMSWEB assessments for Phonemic Segmentation to the end of the year assessment, the gain was not as much as we would like to achieve.	I do believe that our data will show growth due to students continuing to practice letter names and sounds and the ability for teachers to reteach Foundations until 80% of the class is Benchmark.
Our incoming, identified English Language Learner students coming into Kindergarten are increasing and have less prior language acquisition than in previous years.	ELL Students are pulled from the comprehension lesson to work on Language for Learning and do not get pulled for MTSS, a second dose of Foundations.

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

Strengths

<p>Indicator AIMSWEB Letter Naming Fluency</p> <p>ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations After six weeks of targeted instruction, student performance in Letter Naming Fluency (LNF) demonstrated measurable early progress. Initial assessment data showed: 47% of students achieved proficient or above in letter naming fluency. 39% of the student population scored below the 10th percentile, indicating a substantial need for intensive support. By the end of the year, sustained instructional efforts yielded the following improvements: 55% of students reached proficient or above, an 8-percentage point increase. The percentage of students scoring below the 10th percentile decreased to 28%, showing an 11-point reduction in the most at-risk group.</p>
<p>Indicator AIMSWEB - phonemic segmentation</p> <p>ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations</p> <ul style="list-style-type: none"> • In winter, only 28% of students scored proficient or above in phonemic segmentation. • By spring, that number increased to 50%, reflecting a 22% gain in proficiency. • This growth suggests that instructional efforts—particularly those targeting phonemic awareness—are having a positive impact on student outcomes. • The decrease in the below-proficient group from 72% to 50% highlights that a significant portion of students have moved closer to benchmark expectations.

Challenges

<p>Indicator AIMSweb - LWSF and NWF</p> <p>ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations</p> <ul style="list-style-type: none"> • LWSF (Winter): Assesses students' ability to produce the individual sounds of letters in isolation and within familiar word contexts. • NWF (Spring): Measures students' ability to produce letter sounds and/or decode consonant-vowel-consonant (CVC) patterns using nonsense (non-meaningful) words to evaluate their application of phonics skills in unfamiliar contexts. • Proficiency increased from 45% in winter (LWSF) to 53% in spring (NWF), suggesting positive growth in phonics application and decoding. • Students performing below the 10th percentile decreased from 41% to 31%, indicating effective instructional impact, particularly among at-risk students. • These trends support that students are not only retaining foundational letter sound knowledge, but are progressing toward decoding unfamiliar words—a major step in reading development.
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

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.

AIMSWEB - phonemic segmentation
AIMSWEB - phonemic segmentation
2023-2024 Pennsylvania Department of Education PBIS awarded the UDKC for Fidelity of Implementation at the Universal Level.

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.

AIMSWEB Letter Naming Fluency
Our incoming, identified English Language Learner students coming into Kindergarten are increasing and have less prior language acquisition than in previous years.
AIMSweb - LWSF and NWF

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Foundations End of Unit 1 Assessment - Hispanic Students	84.3% of Hispanic Students at or Above Benchmark on the Unit 1 Assessment as compared to 93% of the total population of students at or above Benchmark.
AIMSWEB Letter Naming Fluency	55% of students reached proficient or above
Foundations Mid-Unit/End of Unit 1 Assessment	78% of students were at or above benchmark on the mid-unit assessment; 82% of students were at or above benchmark on the End of Unit assessment.

English Language Arts Summary

Strengths

Data Meetings with building Reading team, Director of ELA curriculum and ELA Coach, after assessments given to determine next steps - moving on or reteaching for mastery.
ELA Instructional coach models lessons and mentors new teachers.
Ability to reteach Foundations Units to ensure students retained what was being taught.
Ability to provide additional reading support to neediest students one-on-one or small group.

Challenges

Students are beginning Kindergarten coming out of a Pandemic. There is a lack of school readiness and Social Emotional skills more than ever before.
An increase in the number of students qualifying for ELL services, which equates to more students entering our building with little to no English language.

Mathematics

Data	Comments/Notable Observations
Envisions Math Topic Benchmark Assessments	Given 3 times a year - based upon standards. Students are assessed after 4 topics each time test is given and it is comprehensive each benchmark to what has been learned to that point.

Mathematics Summary

Strengths

Almost all students being in person for learning allows for full use of curriculum and materials
Math Instructional Coach models lessons for classroom teachers, as well as mentors new teachers.
Math Instruction Coach and Director of Math Curriculum meet every trimester for data meetings and review of assessment materials with

classroom teachers.

Ability to provide additional math support to neediest students one-on-one or small group.

Challenges

Students are beginning Kindergarten coming out of a Pandemic. There is a lack of school readiness and Social Emotional skills more than ever before.

An increase in the number of students qualifying for ELL services, which equates to more students entering our building with little to no English language.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Not applicable	n/a

Science, Technology, and Engineering Education Summary

Strengths

Almost all students being in person for learning allows for full use of curriculum and materials.

Challenges

Students are beginning Kindergarten coming out of a Pandemic. There is a lack of school readiness and Social Emotional skills more than ever before.

An increase in the number of students qualifying for ELL services, which equates to more students entering our building with little to no English language.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Not Applicable	

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.

Almost all students being in person for learning allows for full use of curriculum and materials.

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.

An increase in the number of students qualifying for ELL services, which equates to more students entering our building with little to no English language.

Students are beginning Kindergarten coming out of a Pandemic. There is a lack of school readiness and Social Emotional skills more than ever

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Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Foundations End of Unit 1	68% of our EL students scored At or Above Benchmark on the End of Unit 1 Foundations Assessment compared to 82% of all students at or above benchmark on the same measure.

Students with Disabilities

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

Data	Comments/Notable Observations
Foundations End of Unit 1	78% of our Special Education students scored At or Above Benchmark on the End of Unit 1 Foundations Assessment compared to 82% of all students at or above benchmark on the same measure.

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	84.3% of our Hispanic students scored At or Above Benchmark on the End of Unit 1 Foundations Assessment compared to 82% of all students at or above benchmark on the same measure.

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.

Ability to provide additional reading support to neediest students one-on-one or small group.
Data Meetings with building Reading team, Director of ELA curriculum and ELA Coach, after assessments given to determine next steps - moving on or reteaching for mastery.

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.

An increase in the number of students qualifying for ELL services, which equates to more students entering our building with little to no English language.
Students are beginning Kindergarten coming out of a Pandemic. There is a lack of school readiness and Social Emotional skills more than ever before.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	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	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

Foster a culture of high expectations for success for all students, educators, families, and community members
Monitor and Evaluate the impact of professional learning on staff practices and student learning
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Implement an evidence-based system of schoolwide positive behavior interventions and supports

Challenges

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

Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Implement evidence-based strategies to engage families to support learning

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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
2023-2024 Pennsylvania Department of Education PBIS awarded the UDKC for Fidelity of Implementation at the Universal Level.	False
AIMSWEB - phonemic segmentation	False
AIMSWEB - phonemic segmentation	False
AIMSWEB Letter Naming Fluency	False
AIMSWEB - phonemic segmentation	False
AIMSWEB Letter Naming Fluency	False
Data Meetings with building Reading team, Director of ELA curriculum and ELA Coach, after assessments given to determine next steps - moving on or reteaching for mastery.	True
ELA Instructional coach models lessons and mentors new teachers.	True
Almost all students being in person for learning allows for full use of curriculum and materials	True
Math Instructional Coach models lessons for classroom teachers, as well as mentors new teachers.	True
Math Instruction Coach and Director of Math Curriculum meet every trimester for data meetings and review of assessment materials with classroom teachers.	True
Ability to provide additional math support to neediest students one-on-one or small group.	True
Ability to provide additional reading support to neediest students one-on-one or small group.	True
Ability to reteach Foundations Units to ensure students retained what was being taught.	True
Ability to provide additional reading support to neediest students one-on-one or small group.	True
Almost all students being in person for learning allows for full use of curriculum and materials.	False
Data Meetings with building Reading team, Director of ELA curriculum and ELA Coach, after assessments given to determine next steps - moving on or reteaching for mastery.	True
Foster a culture of high expectations for success for all students, educators, families, and community members	True
Monitor and Evaluate the impact of professional learning on staff practices and student learning	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
Almost all students being in person for learning allows for full use of curriculum and materials.	False

Challenges

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

Strength	Check for Consideration in Plan
Our incoming, identified English Language Learner students coming into Kindergarten are increasing and have less prior language acquisition than in previous years.	True
AIMSWEB Letter Naming Fluency	False
AIMSweb - LWSF and NWF	False
AIMSweb - LWSF and NWF	False
Despite the fact that there was an increase of At or Above Benchmark students from the middle of the year AIMSWEB assessments for Phonemic Segmentation to the end of the year assessment, the gain was not as much as we would like to achieve.	False
AIMSweb - LWSF and NWF	False
Despite the fact that there was an increase of At or Above Benchmark students from the middle of the year AIMSWEB assessments for Phonemic Segmentation to the end of the year assessment, the gain was not as much as we would like to achieve.	False
Students are beginning Kindergarten coming out of a Pandemic. There is a lack of school readiness and Social Emotional skills more than ever before.	True
Students are beginning Kindergarten coming out of a Pandemic. There is a lack of school readiness and Social Emotional skills more than ever before.	False
An increase in the number of students qualifying for ELL services, which equates to more students entering our building with little to no English language.	True
An increase in the number of students qualifying for ELL services, which equates to more students entering our building with little to no English language.	True
Students are beginning Kindergarten coming out of a Pandemic. There is a lack of school readiness and Social Emotional skills more than ever before.	False
An increase in the number of students qualifying for ELL services, which equates to more students entering our building with little to no English language.	True
Students are beginning Kindergarten coming out of a Pandemic. There is a lack of school readiness and Social Emotional skills more than ever before.	False
An increase in the number of students qualifying for ELL services, which equates to more students entering our building with little to no English language.	False
Implement evidence-based strategies to engage families to support learning	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	True

An increase in the number of students qualifying for ELL services, which equates to more students entering our building with little to no English language.	True
Students are beginning Kindergarten coming out of a Pandemic. There is a lack of school readiness and Social Emotional skills more than ever before.	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.

The addition of Foundations back into the Core Curriculum, as well as the ability to go back and reteach units until 80% of students scored proficient allows teachers to take time needed with each class for foundational skill acquisition. This also allows for additional learning time and rote practice of letters and sounds for our non-English speaking students.

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Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Our incoming, identified English Language Learner students coming into Kindergarten are increasing and have less prior language acquisition than in previous years.		True
An increase in the number of students qualifying for ELL services, which equates to more students entering our building with little to no English language.		True
An increase in the number of students qualifying for ELL services, which equates to more students entering our building with little to no English language.		False
Implement evidence-based strategies to engage families to support learning		True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school		False
Students are beginning Kindergarten coming out of a Pandemic. There is a lack of school readiness and Social Emotional skills more than ever before.	Lack of School Readiness and Social Emotional Skills does get in the way of learning for some students.	True
An increase in the number of students qualifying for ELL services, which equates to more students entering our building with little to no English language.		False
An increase in the number of students qualifying for ELL services, which equates to more students entering our building with little to no English language.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Data Meetings with building Reading team, Director of ELA curriculum and ELA Coach, after assessments given to determine next steps - moving on or reteaching for mastery.	Teachers are familiar with individual student data and can tailor lessons and create groups based upon that data.
ELA Instructional coach models lessons and mentors new teachers.	
Ability to reteach Foundations Units to ensure students retained what was being taught.	The ability to reteach lessons until the majority of students have mastered skills, provided the opportunity to retain skills taught to apply in later lessons.
Ability to provide additional reading support to neediest students one-on-one or small group.	
Ability to provide additional reading support to neediest students one-on-	

one or small group.	
Data Meetings with building Reading team, Director of ELA curriculum and ELA Coach, after assessments given to determine next steps - moving on or reteaching for mastery.	
Monitor and Evaluate the impact of professional learning on staff practices and student learning	Taking staff input/feedback in the development of professional development opportunities.
Foster a culture of high expectations for success for all students, educators, families, and community members	Engage in conversations with all school community members regarding having high expectations for our students.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	A safe & positive environment for all staff & Students allows for relationships to be built and maintained and true learning to occur.
Implement an evidence-based system of schoolwide positive behavior interventions and supports	A safe & positive environment for all staff & Students allows for relationships to be built and maintained and true to learning to occur.
Almost all students being in person for learning allows for full use of curriculum and materials	
Math Instructional Coach models lessons for classroom teachers, as well as mentors new teachers.	Teachers are able to see model lessons and have the coach as a resource.
Math Instruction Coach and Director of Math Curriculum meet every trimester for data meetings and review of assessment materials with classroom teachers.	Teacher feedback helps to determine and drive assessment design moving forward.
Ability to provide additional math support to neediest students one-on-one or small group.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	40% EL population in the 24-25 school year
	40% EL population with 3 EL teachers
	Language more accessible
	Providing students with weekly SEL lessons, Tiered behavior supports through MTSS, and consistent implementation of our PBIS program will further develop social skills and school readiness.

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Goal Setting

Priority: The adoption of Foundations into the Core Curriculum in addition to the Comprehension, Writing, and Literature components from Into Reading would provide our Kindergarten Students with a solid Foundation in Phonics instruction.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
Students will increase their Proficiency as measured by the AIMSWEB Composite Score.			
Measurable Goal Nickname (35 Character Max)			
AIMSWEB Composite			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
35%	50%	60%	70%

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
Students will increase their Proficiency in Letter Naming Fluency			
Measurable Goal Nickname (35 Character Max)			
Letter Naming Subtest on the AIMSWEB Assessment			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
35% identify letter naming	50% identify letter naming	60% identify letter naming	70% identify letter naming

Priority: Providing students with weekly SEL lessons, Tiered behavior supports through MTSS, and consistent implementation of our PBIS program will further develop social skills and school readiness.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Students referred through SST in need of Social Skills classes			
Measurable Goal Nickname (35 Character Max)			
Social Skills Groups			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
In Classroom	10% pulled	40% pulled	100% pulled

Priority: 40% EL population in the 24-25 school year

Outcome Category

English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
50% Prof. in Aimsweb composite scores			
Measurable Goal Nickname (35 Character Max)			
EL Support			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
10%	20%	38%	50%

Priority: 40% EL population with 3 EL teachers

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
We will have 50% of our EL population be able to develop language-based skills			
Measurable Goal Nickname (35 Character Max)			
Language			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
10	30	40	50

Priority: Language more accessible

Outcome Category			
Community Engagement			
Measurable Goal Statement (Smart Goal)			
More Community Involvement - Find way to communicate with parents who speak other languages or who are unable to read. More Community events			
Measurable Goal Nickname (35 Character Max)			
Community			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
15%	40%	75%	85%

Action Plan

Measurable Goals

AIMSWEB Composite	Letter Naming Subtest on the AIMSWEB Assessment
Social Skills Groups	EL Support
Language	Community

Action Plan For: Structured Literacy

Measurable Goals:
<ul style="list-style-type: none">Students will increase their Proficiency as measured by the AIMSWEB Composite Score.

Action Step		Anticipated Start/Completion Date	
Professional Development		2025-09-01	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Anna Marie DiLossi	Reading Resources	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
70%. Student Prof Composite Score	3 times a year

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">Structured Literacy	Title 1 Staff	567779.00
Instruction	<ul style="list-style-type: none">Structured Literacy	Title 1 Staff	100116.00
Instruction	<ul style="list-style-type: none">Structured Literacy	MTSS	3000.00
Instruction	<ul style="list-style-type: none">Structured Literacy	Guidance Salary	65767.00
Instruction	<ul style="list-style-type: none">Structured Literacy	Guidance Benefits	19176.00
Total Expenditures			755838

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Structured Literacy	Professional Development

Structured Literacy

Action Step		
• Professional Development		
Audience		
Teachers		
Topics to be Included		
Structured Literacy		
Evidence of Learning		
Teacher Efficiency		
Lead Person/Position	Anticipated Start	Anticipated Completion
A. DiLossi	2025-09-01	2026-06-12

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date

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