

Hillcrest El Sch

TSI non-Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Hillcrest Elementary School		125239452
Address 1		
2601 Bond Avenue		
Address 2		
City	State	Zip Code
Drexel Hill	PA	19026-1898
Chief School Administrator		Chief School Administrator Email
Dr. Daniel McGarry		dmcgarry@upperdarbysd.org
Principal Name		
Susan Campbell		
Principal Email		
scampbell@upperdarbysd.org		
Principal Phone Number		Principal Extension
6103315312		5612
School Improvement Facilitator Name		School Improvement Facilitator Email
Susan Campbell		scampbell@upperdarbysd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Susan Campbell	Principal	Hillcrest/Building Administration?Upper Darby School District	scampbell@upperdarbysd.org
Alyse Gonzalez	Other	Hillcrest/Building Administration/Upper Darby School District	agonzalez@upperdarbysd.org
Dr. Linda Fox	Teacher	Hillcrest/Staff/Upper Darby School District	lfox@upperdarbysd.org
Leanne Stanczak	Other	Hillcrest/Staff/Upper Darby School District	hillcresthomeandschool@yahoo.com
Brian Walden	Teacher	Hillcrest Elementary School/Staff/Upper Darby School District	bwalden@upperdarbysd.org
Nicole Guessford	Other	Hillcrest Elementary School/Pupil Services/Upper Darby School District	nguessford@upperdarbysd.org
Alexandra DeLuca	Other	Hillcrest Elementary School/Pupil Services/Upper Darby School District	adeluca@upperdarbysd.org
Mary Reichard	Parent	Hillcrest Elementary School/Home & School Assoc./Upper Darby School District	maryereichard@gmail.com
Sarah Boland	Teacher	Hillcrest Elementary School/Staff/Upper Darby School District	sboland@upperdarbysd.org
Tara Urbanelli	Parent	Hillcrest Elementary School/Community/Upper Darby School District	turbanelli915@gmail.com
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Dr. Greg Manfre	District Level Leaders	Hillcrest Elementary School/Central Administration/Upper Darby School District	gmanfre@upperdarbysd.org
Dr. Brian Ursone	District Level Leaders	Hillcrest Elementary School/Central Administration/Upper Darby School District	bursone@upperdarbysd.org

Vision for Learning

Vision for Learning

Our vision at Hillcrest Elementary School is to create a safe community of academic excellence that will produce lifelong learners to be confident, well rounded citizens that can make equitable decisions that will positively impact our global society.

Future Ready PA Index

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

True K	True 1	True 2	True 3	True 4	True 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Achieved ELA Annual Academic Statewide Growth Expectations (PVAAS)	All students exceeded the standard demonstrating growth by achieving an academic growth score of 77.0 percent during the 2022-2023 school year. The statewide average growth score was 75.0 percent. Hillcrest Elementary School outperformed the state by 2.0 percent.
Exceeded Math Annual Academic Growth Expectations (PVAAS)	All student groups exceeds the standard demonstrating growth by achieving an academic growth score of 100.0 percent during the 2022-2023 school year. The statewide average growth score was 75.3 percent. Hillcrest Elementary School outperformed the state by 24.7 percent.
Meets Regular Attendance Performance Standard	All student groups meet the regular attendance performance standard by achieving 85.0 percent. The statewide average was 73.9 percent. Hillcrest Elementary School outperformed the state by 11.1 percent.

Challenges

Indicator	Comments/Notable Observations
English Learner Growth for Math and ELA combined	The 2022-23 school year is the first year the EL group was captured with a ratable percentage. Previous years the EL student group was listed as IS (Insufficient Sample)
Future Ready PA Index Proficient or Advanced on PA State Assessments - ELA	All student groups did not meet the Interim Goal / Improvement Target in the area of ELA with a percent proficient or advanced of 44.3% (compared to the statewide average of 54.5%).
Future Ready PA Index Proficient or Advanced on PA State Assessments - Math	All student group did not meet the Interim Goal / Improvement Target in the area of Math with a percent proficient or advanced of https://tel.meet/wig-cdsr-fcm?pin=3891286188162 % (compared to the statewide average of 38.3%).
English Learner date of arrival to the United States varies creating a challenging learning and testing requirement for students.	Some EL students do not have formal education experience or may come from countries that do not offer educational resources. Additionally, the student background experiences may be significantly different than the expectations for academic success and growth in the United States.

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

Strengths

<p>Indicator ESSA Student Subgroups African-American/Black, White, Economically Disadvantaged</p>	<p>Comments/Notable Observations</p>
<p>Indicator According to the 2022-23 PVAAS: There is significant evidence that all students exceeded the standard for academic growth in ELA. ESSA Student Subgroups African-American/Black, White</p>	<p>Comments/Notable Observations In 2022-23, students in grades 3, 4 and 5 exceeded the standard for demonstrating growth on the ELA state assessments, at 77.0 percent.</p>
<p>Indicator Currently, according to the 2022-23 MAP: Third grade students increased Grade-Level Norms Projected Growth in ELA ESSA Student Subgroups</p>	<p>Comments/Notable Observations Observed growth charts determined by MAP RIT growth show changes in data from fall to winter tests. Growth was in the 41 percentile from fall to spring.</p>
<p>Indicator Currently, according to the 2022-23 MAP: fourth and fifth grade students increased Grade-Level Norms Projected Growth in Math ESSA Student Subgroups</p>	<p>Comments/Notable Observations Observed growth charts determined by MAP RIT growth show changes in data from fall to winter tests. Growth was in the 47 percentile from fall to spring.</p>

Challenges

<p>Indicator Future Ready PA Index Proficient or Advanced on PA State Assessments - ELA ESSA Student Subgroups Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Five student groups in the area of ELA decreased in performance from the previous year.</p>
<p>Indicator Future Ready PA Index Proficient or Advanced on PA State Assessments - Science ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Three student groups in the area of science decreased in performance from the previous year.</p>
<p>Indicator Future Ready PA Index Proficient or Advanced on PA State Assessments - Math ESSA Student Subgroups</p>	<p>Comments/Notable Observations Three student groups in the area of Math decreased in performance from the previous year.</p>

Summary

Strengths

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

Future Ready PA Index Meeting Annual Academic Growth Expectations (PVAAS) - ELA. All student groups EXCEEDED the standard demonstrating growth in ELA with a MAX academic growth score of 90 (compared to the statewide average growth score of 75).
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Future Ready PA Index Meeting Annual Academic Growth Expectations (PVAAS) - Math. All student groups EXCEEDED the standard demonstrating growth in Mathematics with a MAX academic growth score of 100 (compared to the statewide average growth score of 75.3).
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Future Ready PA Index Proficient or Advanced on PA State Assessments - Science. All student group meets the Interim Goal / Improvement Target with a percent proficient or advanced of 86 (compared to the statewide average growth score of 79.1).

Meeting growth projections in 4th grade Math & ELA
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Met On Track Measures: Regular Attendance

Challenges

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

Future Ready PA Index Proficient or Advanced on PA State Assessments - ELA: Black student groups identify as the only group who did not meet or exceed the statewide goal.
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Future Ready PA Index Proficient or Advanced on PA State Assessments - Science: Black and student with disability groups in the area of science identify as the only groups who did not meet or exceed the statewide goal.
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Did Not Meet Career Standards Benchmark

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NWEA 4th grade MAP ELA Fall and Winter Benchmark Assessments	4th grade students have met the projected growth for the 2022-23 MAP Test after completing the Winter MAP Test.
2022-23 English and Language Arts Pennsylvania State Standardized Assessments Growth Level Movement	On the 2022-23 English and Language Arts Pennsylvania State Standardized Assessments (PSSAs) there is evidence that students with disabilities and economically disadvantaged groups at Hillcrest Elementary School showed an increase from the previous year.

English Language Arts Summary

Strengths

The teachers in collaboration with the school administration team periodically review and analyze data trends of students, classrooms, and grade levels. Data sources include the 2022-23 English and Language Arts Pennsylvania State Standardized Assessments growth level movement.
The Upper Darby School District has implemented new reading interventions that focus on increasing fluency and reading comprehension.
Extensive professional development opportunities have been and will continue to be provided to educators and administrative leaders to provide effective literacy instruction. Professional development opportunities have focused on utilizing MTSS to target and differentiate instruction, developing instructional learning targets, fostering student engagement, reading curriculum lesson development, and trauma-informed care strategies to promote brain-based learning.
The addition of a full time ELL teacher has enabled ELL students to have stability in their academic programming and English development. The collaboration between the ELL teacher and classroom teachers will help students increase test scores and acquire the skills necessary for longterm social emotional and academic growth.

Challenges

The addition of a full time ELL teacher required a restructuring of the academic programming for ELL students.
English and Language Arts Pennsylvania State Standardized Assessments (PSSAs) there is evidence that 77 % of all students at Hillcrest Elementary School showed a decline in English and Language Arts PSSA results form 2022-23.
NWEA Measure of Academic Progress (MAP) - Based on MAP Reading/ELA data from the 2022-23 school year, students in grade 4 decreased 3 percentile from the 30th percentile in the fall to the 27 percentile in the spring. When comparing the grade level overall achievement.
The white student group met the statewide growth but are on a downward trend of growth for ELA.

Mathematics

Data	Comments/Notable Observations
NWEA 5th grade MAP Math Fall and Winter Benchmark Assessments	5th grade students have exceeded the projected growth for the 2022-23 MAP Test after completing the Winter MAP Test

2022-23 Mathematics Pennsylvania State Standardized Assessments	PSSA Mathematics, Pennsylvania State Standardized Assessments 100 percent of all students at Hillcrest Elementary School achieved above the statewide growth average of 74.9 percent.
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Mathematics Summary

Strengths

The scheduling of Math MTSS enables teachers to target math skills and allows students time to grow individually and academically.
The fourth and fifth-grade levels at Hillcrest transitioned to a departmentalized instructional model in grades 4 and 5. This instructional model allows teachers to master in their assigned subject area and to develop a greater level of curriculum expertise and understanding to better serve students.
According to 2022-23 state assessments, the Asian population at Hillcrest shows a 64.3 percent growth with an upward trend.

Challenges

As an average, all student groups were at a 34.1 percent growth average which shows a need for more intensive professional development in targeting and differentiating instruction. There is a greater need for stronger student engagement and brain based learning models.
English Language Learners did not meet the Statewide Target and exhibits a downward trend in growth.
A stronger home/school connection with also allow students to improve academically.
Math concepts and skill development are being assessed through online resources. This is a skill students need to learn and have experience with in order to improve their test scores.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Future Ready PA Index Proficient or Advanced on PA State Assessments - Science	All other groups in the area of science are showing a downward trend as compared to the statewide goal.
Future Ready PA Index Proficient or Advanced on PA State Assessments - Science	The white student group exceeded the standard demonstrating growth by achieving an academic growth score of 76.5 percent during the 2022-2023 school year. The statewide average growth score was 58.9 percent. Hillcrest Elementary School outperformed the state by 17.6 percent.

Science, Technology, and Engineering Education Summary

Strengths

Students will continue to be provided with real-world opportunities to explore content and instruction. Fourth and Fifth grade students will aim to continue partnerships with Riverbend Environmental Education Center. The school district has continued a partnership with Riverbend to provide educators with opportunities to connect with experts from educational centers and to participate in lessons that utilize the practices of science to explore how changing environmental conditions will impact systems.
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Students will continue to be provided with real-world opportunities to explore content and instruction involving Second, Fourth and Fifth grade students through participation in exploratory opportunities at the Franklin Institute Science Museum.

The Science curriculum, TWIG, was updated in the 2022-23 school year. The new curriculum provides a multi-sensory approach to science instruction utilizing; experiments, observation and real world problem solving skills,

Challenges

The black student population at scores for the 2022-23 PSSA at Hillcrest was below the state average (42.2%) and showed a downward trend.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Exceeded the Pennsylvania Performance Standard with achieving a 98.3% Benchmark	Using Naviance, we should see an increase in student performance, meeting the standard performance goal.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

At Hillcrest Elementary School our School Counselor and School Principal support the college and career readiness initiatives. The School Counselor provides lessons to students that develop their social and emotional development and equips them for experiences outside of the school land in their local communities.

The PBIS program supports Character Counts highlights personal reflection and development which serves to increase confidence, positive behavior, self regulation and awareness of building initiatives.

Challenges

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

Students at Hillcrest Elementary School need authentic experiences to explore various career options available. College and career lessons need to continue to spark students' interests and build their excitement for post-secondary learning. Hillcrest Elementary School will continually promote equitable practices to support college and career readiness, removing all barriers to support all learners.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Advanced on ELA Pennsylvania State Assessments	On the 2022-23 ELA state assessments within the all student group 5 percent of English Learners were advanced.
Advanced on Mathematics Pennsylvania State Assessments	On the 2022-23 Math state assessments within the all student group 15.8 percent of English Learners were advanced.
Meeting Regular Attendance Performance Standard	Within the all student group at Hillcrest 90 percent of English Learners met the performance standard for regular attendance.

Students with Disabilities

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

Data	Comments/Notable Observations
Advanced on ELA Pennsylvania State Assessments	On the 2022-23 ELA state assessments within the all student group 1.1 percent of students with disabilities were advanced.
Advanced on Mathematics Pennsylvania State Assessments	On the 2022-23 mathematics state assessments within the, all student group 8.1 percent of students with disabilities were proficient or advanced.
Meeting Regular Attendance Performance Standard	Within the all student group at Hillcrest 80.4 percent of students with disabilities met the performance standard for regular attendance.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Advanced on ELA Pennsylvania State Assessments	On the 2022-23 ELA state assessments within the all student group 4.2 percent of economically disadvantaged students were proficient or advanced.
Proficient or Advanced on Mathematics Pennsylvania State Assessments	On the 2022-23 mathematics state assessments within the, all student group 6.1 percent of economically disadvantaged students were proficient or advanced.

Meeting Regular Attendance Performance Standard	Within the all student group at Hillcrest 79.2 percent of economically disadvantaged students met the performance standard for regular attendance.
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Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Staff members are provided with trauma-informed care professional development training to build their knowledge of trauma-informed instruction. Through Lakeside Neurologic, a cohort of teachers are provided with small group consultation and coaching on trauma-informed care of students.
Hillcrest students receive small group instruction three days a week throughout the school year. Small group instruction will focus on growing students reading and math achievement levels to proficiency.
The Special Education department is continuing with IXL Math for our low incidence program to help students master essential skills at their own pace through fun and interactive questions, but in support, and motivating awards to help meet their IEP goals and objectives.
Hillcrest Elementary School is piloting IXL Math for our 1st-5th grade students. IXL math is an adaptive computer-based program to help students master essential skills at their own pace through fun and interactive questions, but in support, and motivating awards.
Upper Darby School District added school counselors to every elementary school which enables the Hillcrest community to provide academic, social and emotional services to meet the needs of all students.

Challenges

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

We will continue to build the Hillcrest School community in order to maintain and enhance a home and school collaboration. It is imperative to have cooperation between students' home communities and school communities in order to provide the best possible learning environment for children. The goal is to develop a genuine partnership with students' families, as schools alone cannot address all of the students' developmental needs. When shared goals are established in students' home and school communities, students become invested in shared expectations. A strong home and school connection will develop students' passion for learning throughout their educational experiences and beyond.
School administration will continue to ensure that all instructional practices are aligned with the PA Framework for Teaching. The Danielson Framework for Teaching organizes instructional practices into four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Administrative learning walkthroughs and instructional coaching will continue to ensure students are provided with research-based experiences.

Data meetings will continue to be utilized during grade-level meetings throughout the school year to reflect on instructional formats and strategies that are impacting student achievement. Data meeting and goal-setting will be established to leverage student and teacher accountability.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

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

Summary

Strengths

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

Foster a culture of high expectations for success for all students, educators, families, and community members.

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.
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Implement an evidence-based system of school-wide positive behavior interventions and supports.

Provide frequent, timely, and systematic feedback and support on instructional practices.

Challenges

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

Use multiple professional learning designs to support the learning needs of all staff.
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Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.
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Partner with local businesses, community organizations, and other agencies to meet the needs of the school.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Meeting growth projections in 4th grade Math & ELA	False
Future Ready PA Index Meeting Annual Academic Growth Expectations (PVAAS) - ELA. All student groups EXCEEDED the standard demonstrating growth in ELA with a MAX academic growth score of 90 (compared to the statewide average growth score of 75).	True
The teachers in collaboration with the school administration team periodically review and analyze data trends of students, classrooms, and grade levels. Data sources include the 2022-23 English and Language Arts Pennsylvania State Standardized Assessments growth level movement.	True
Future Ready PA Index Meeting Annual Academic Growth Expectations (PVAAS) - Math. All student groups EXCEEDED the standard demonstrating growth in Mathematics with a MAX academic growth score of 100 (compared to the statewide average growth score of 75.3).	True
Future Ready PA Index Proficient or Advanced on PA State Assessments - Science. All student group meets the Interim Goal / Improvement Target with a percent proficient or advanced of 86 (compared to the statewide average growth score of 79.1).	True
The Upper Darby School District has implemented new reading interventions that focus on increasing fluency and reading comprehension.	True
Extensive professional development opportunities have been and will continue to be provided to educators and administrative leaders to provide effective literacy instruction. Professional development opportunities have focused on utilizing MTSS to target and differentiate instruction, developing instructional learning targets, fostering student engagement, reading curriculum lesson development, and trauma-informed care strategies to promote brain-based learning.	False
The fourth and fifth-grade levels at Hillcrest transitioned to a departmentalized instructional model in grades 4 and 5. This instructional model allows teachers to master in their assigned subject area and to develop a greater level of curriculum expertise and understanding to better serve students.	False
Students will continue to be provided with real-world opportunities to explore content and instruction. Fourth and Fifth grade students will aim to continue partnerships with Riverbend Environmental Education Center. The school district has continued a partnership with Riverbend to provide educators with opportunities to connect with experts from educational centers and to participate in lessons that utilize the practices of science to explore how changing environmental conditions will impact systems.	True

Students will continue to be provided with real-world opportunities to explore content and instruction involving Second, Fourth and Fifth grade students through participation in exploratory opportunities at the Franklin Institute Science Museum.	True
Staff members are provided with trauma-informed care professional development training to build their knowledge of trauma-informed instruction. Through Lakeside Neurologic, a cohort of teachers are provided with small group consultation and coaching on trauma-informed care of students.	False
The scheduling of Math MTSS enables teachers to target math skills and allows students time to grow individually and academically.	False
The addition of a full time ELL teacher has enabled ELL students to have stability in their academic programing and English development. The collaboration between the ELL teacher and classroom teachers will help students increase test scores and aquire the skills necessary for longterm social emotional and academic growth.	True
According to 2022-23 state assessments, the Asian population at Hillcrest shows a 64.3 percent growth with an upward trend.	False
Met On Track Measures: Regular Attendance	False
The Science curriculum, TWIG, was updated in the 2022-23 school year. The new curriculum provides a multi-sensory approach to science instruction utilizing; experiments, observation and real world problem solving skills,	False
At Hillcrest Elementary School our School Counselor and School Principal support the college and career readiness initiatives. The School Counselor provides lessons to students that develop their social and emotional development and equips them for experiences outside of the school land in their local communities.	False
Hillcrest students receive small group instruction three days a week throughout the school year. Small group instruction will focus on growing students reading and math achievement levels to proficiency.	True
The Special Education department is continuing with IXL Math for our low incidence program to help students master essential skills at their own pace through fun and interactive questions, but in support, and motivating awards to help meet their IEP goals and objectives.	True
Hillcrest Elementary School is piloting IXL Math for our 1st-5th grade students. IXL math is an adaptive computer-based program to help students master essential skills at their own pace through fun and interactive questions, but in support, and motivating awards.	True
Foster a culture of high expectations for success for all students, educators, families, and community members.	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	True
Implement an evidence-based system of school-wide positive behavior interventions and supports.	True
Provide frequent, timely, and systematic feedback and support on instructional practices.	True
The PBIS program supports Character Counts highlights personal reflection and development which serves to increase confidence, positive behavior, self regulation and awareness of building initiatives.	False
Upper Darby School District added school counselors to every elementary school which enables the Hillcrest	False

community to provide academic, social and emotional services to meet the needs of all students.	
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Challenges

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

Strength	Check for Consideration in Plan
Future Ready PA Index Proficient or Advanced on PA State Assessments - ELA: Black student groups identify as the only group who did not meet or exceed the statewide goal.	True
Future Ready PA Index Proficient or Advanced on PA State Assessments - Science: Black and student with disability groups in the area of science identify as the only groups who did not meet or exceed the statewide goal.	True
Did Not Meet Career Standards Benchmark	True
The addition of a full time ELL teacher required a restructuring of the academic programming for ELL students.	True
English and Language Arts Pennsylvania State Standardized Assessments (PSSAs) there is evidence that 77 % of all students at Hillcrest Elementary School showed a decline in English and Language Arts PSSA results form 2022-23.	False
NWEA Measure of Academic Progress (MAP) - Based on MAP Reading/ELA data from the 2022-23 school year, students in grade 4 decreased 3 percentile from the 30th percentile in the fall to the 27 percentile in the spring. When comparing the grade level overall achievement.	True
As an average, all student groups were at a 34.1 percent growth average which shows a need for more intensive professional development in targeting and differentiating instruction. There is a greater need for stronger student engagement and brain based learning models.	False
The black student population at scores for the 2022-23 PSSA at Hillcrest was below the state average (42.2%) and showed a downward trend.	True
Students at Hillcrest Elementary School need authentic experiences to explore various career options available. College and career lessons need to continue to spark students' interests and build their excitement for post-secondary learning. Hillcrest Elementary School will continually promote equitable practices to support college and career readiness, removing all barriers to support all learners.	True
We will continue to build the Hillcrest School community in order to maintain and enhance a home and school collaboration. It is imperative to have cooperation between students' home communities and school communities in order to provide the best possible learning environment for children. The goal is to develop a genuine partnership with students' families, as schools alone cannot address all of the students' developmental needs. When shared goals are established in students' home and school communities, students become invested in shared expectations. A strong home and school connection will develop students' passion for learning throughout their educational experiences and beyond.	True
Use multiple professional learning designs to support the learning needs of all staff.	True

The white student group met the statewide growth but are on a downward trend of growth for ELA.	False
English Language Learners did not meet the Statewide Target and exhibits a downward trend in growth.	False
A stronger home/school connection with also allow students to improve academically.	False
Math concepts and skill development are being assessed through online resources. This is a skill students need to learn and have experience with in order to improve their test scores.	False
School administration will continue to ensure that all instructional practices are aligned with the PA Framework for Teaching. The Danielson Framework for Teaching organizes instructional practices into four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Administrative learning walkthroughs and instructional coaching will continue to ensure students are provided with research-based experiences.	True
Data meetings will continue to be utilized during grade-level meetings throughout the school year to reflect on instructional formats and strategies that are impacting student achievement. Data meeting and goal-setting will be established to leverage student and teacher accountability.	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	True

Most Notable Observations/Patterns

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

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
<p>Future Ready PA Index Proficient or Advanced on PA State Assessments - ELA: Black student groups identify as the only group who did not meet or exceed the statewide goal.</p>	<p>During the 2024 school year, the school district will continue with our rigorous ELA curriculum aligned to the Common Core State Standards. At Hillcrest Elementary School our educators need to focus on providing tiered flexible instructional groups. It is crucial our educators have an understanding of ELA content and research-based strategies to accommodate the vast learning styles of students.</p>	<p>True</p>
<p>Future Ready PA Index Proficient or Advanced on PA State Assessments - Science: Black and student with disability groups in the area of science identify as the only groups who did not meet or exceed the statewide goal.</p>	<p>During the 2019 school year, the school district transitioned from a scripted reading program to a guided balanced reading program. During the 2021-2022 SY, we will continue with Houghton Mifflin Harcourt's Into Reading curriculum which is designed to provide students with elevated differentiated reading experiences through culturally rich texts, which was lacking in previously utilized curricula. At Hillcrest Elementary School our educators will shift their focus on providing highly explicit and systematic reading instruction that incorporates the key components of reading including, phonics, phonemic awareness, vocabulary, fluency, and comprehension. It is imperative our educators have the capability to accurately model reading skills students need to master decoding and progress to understanding complex texts.</p>	<p>True</p>
<p>Did Not Meet Career Standards Benchmark</p>	<p>More resources and exposure to careers and college readiness will be provided for our African American students to increase the performance gap in the career standards benchmark. Through the use of Naviance, we will highlight all aspects of Career Standards Benchmarks to meet our goals. Furthermore, Naviance is a college and career readiness software provider that partners with K-12 institutions to provide students with college planning and career assessment tools. This resource will be provided for students in grades 3-5 at Hillcrest Elementary School during the 21-22 SY.</p>	<p>False</p>

<p>Students at Hillcrest Elementary School need authentic experiences to explore various career options available. College and career lessons need to continue to spark students' interests and build their excitement for post-secondary learning. Hillcrest Elementary School will continually promote equitable practices to support college and career readiness, removing all barriers to support all learners.</p>		<p>True</p>
<p>Use multiple professional learning designs to support the learning needs of all staff.</p>		<p>False</p>
<p>Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.</p>		<p>False</p>
<p>Partner with local businesses, community organizations, and other agencies to meet the needs of the school.</p>		<p>False</p>
<p>The addition of a full time ELL teacher required a restructuring of the academic programming for ELL students.</p>	<p>Due to an increase in the ELL population, a full time ELL teacher was allotted to Hillcrest for the 2023-24 school year. This will require an evaluation of academic curriculum implementation, additional professional development and strong collaborative relationships between all stakeholders.</p>	<p>True</p>
<p>NWEA Measure of Academic Progress (MAP) - Based on MAP Reading/ELA data from the 2022-23 school year, students in grade 4 decreased 3 percentile from the 30th percentile in the fall to the 27 percentile in the spring. When comparing the grade level overall achievement.</p>		<p>False</p>
<p>We will continue to build the Hillcrest School community in order to maintain and enhance a home and school collaboration. It is imperative to have cooperation between students' home communities and school communities in order to provide the best possible learning environment for children. The goal is to develop a genuine partnership with students' families, as schools alone cannot address all of the students' developmental needs. When shared goals are established in students' home and school communities, students become invested in shared expectations. A strong home and school connection will develop students' passion for learning throughout their educational experiences and beyond.</p>		<p>False</p>

School administration will continue to ensure that all instructional practices are aligned with the PA Framework for Teaching. The Danielson Framework for Teaching organizes instructional practices into four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Administrative learning walkthroughs and instructional coaching will continue to ensure students are provided with research-based experiences.		False
Data meetings will continue to be utilized during grade-level meetings throughout the school year to reflect on instructional formats and strategies that are impacting student achievement. Data meeting and goal-setting will be established to leverage student and teacher accountability.		False
The black student population at scores for the 2022-23 PSSA at Hillcrest was below the state average (42.2%) and showed a downward trend.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
The teachers in collaboration with the school administration team periodically review and analyze data trends of students, classrooms, and grade levels. Data sources include the 2022-23 English and Language Arts Pennsylvania State Standardized Assessments growth level movement.	
The Upper Darby School District has implemented new reading interventions that focus on increasing fluency and reading comprehension.	The new English language Arts (Into Reading) and mathematics curricula implemented (enVisions) are aligned with PA State Standards. These updated programs allow students to receive instruction that will allow them to be globally competitive with their counterparts.
Hillcrest students receive small group instruction three days a week throughout the school year. Small group instruction will focus on growing students reading and math achievement levels to proficiency.	
The Special Education department is continuing with IXL Math for our low incidence program to help students master essential skills at their own pace through fun and interactive questions, but in support, and motivating awards to help meet their IEP goals and objectives.	

<p>Hillcrest Elementary School is piloting IXL Math for our 1st-5th grade students. IXL math is an adaptive computer-based program to help students master essential skills at their own pace through fun and interactive questions, but in support, and motivating awards.</p>	
<p>Students will continue to be provided with real-world opportunities to explore content and instruction. Fourth and Fifth grade students will aim to continue partnerships with Riverbend Environmental Education Center. The school district has continued a partnership with Riverbend to provide educators with opportunities to connect with experts from educational centers and to participate in lessons that utilize the practices of science to explore how changing environmental conditions will impact systems.</p>	
<p>Students will continue to be provided with real-world opportunities to explore content and instruction involving Second, Fourth and Fifth grade students through participation in exploratory opportunities at the Franklin Institute Science Museum.</p>	
<p>Future Ready PA Index Meeting Annual Academic Growth Expectations (PVAAS) - ELA. All student groups EXCEEDED the standard demonstrating growth in ELA with a MAX academic growth score of 90 (compared to the statewide average growth score of 75).</p>	
<p>Future Ready PA Index Meeting Annual Academic Growth Expectations (PVAAS) - Math. All student groups EXCEEDED the standard demonstrating growth in Mathematics with a MAX academic growth score of 100 (compared to the statewide average growth score of 75.3).</p>	
<p>Future Ready PA Index Proficient or Advanced on PA State Assessments - Science. All student group meets the Interim Goal / Improvement Target with a percent proficient or advanced of 86 (compared to the statewide average growth score of 79.1).</p>	
<p>Foster a culture of high expectations for success for all students, educators, families, and community members.</p>	
<p>Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.</p>	
<p>Implement an evidence-based system of school-wide positive behavior interventions and supports.</p>	<p>Our PBIS team will continue to provide resources to improve our SWPBIS initiatives with fidelity to promote a positive school culture.</p>

<p>Provide frequent, timely, and systematic feedback and support on instructional practices.</p>	<p>The administration will conduct 5-10 walkthroughs weekly and provide feedback to staff. The walk-throughs will be non-evaluative and focused on "look-fors" that emphasize the improvement in teaching and learning practices.</p>
<p>The addition of a full time ELL teacher has enabled ELL students to have stability in their academic programming and English development. The collaboration between the ELL teacher and classroom teachers will help students increase test scores and acquire the skills necessary for longterm social emotional and academic growth.</p>	<p>Hillcrest continues to make adaptations to improve curriculum supports for all ELL students.</p>

Priority Challenges

<p>Analyzing Priority Challenges</p>	<p>Priority Statements</p>
	<p>Educators at Hillcrest Elementary School will continue to strive to strategically develop research-based educational experiences and utilize data to drive instructional decisions, specifically in the areas of mathematics in order to build conceptual understanding.</p>
	<p>School administrators will ensure educators are provided with professional learning opportunities to deepen their understandings of curriculum and develop expertise within content areas in order to address the gaps in phonics, phonemic awareness, vocabulary, and reading comprehension.</p>
	<p>Hillcrest Elementary School will continually promote equitable practices to support college and career readiness, removing all barriers to support all learners.</p>
	<p>Hillcrest Elementary School will continue to expand ELL instructional supports using a variety of supports and strategies to enhance student growth and achievement in all curricula content areas..</p>

Goal Setting

Priority: Educators at Hillcrest Elementary School will continue to strive to strategically develop research-based educational experiences and utilize data to drive instructional decisions, specifically in the areas of mathematics in order to build conceptual understanding.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
The English Learner student group will meet or exceed Access test scores from the previous school year by a minimum of one point.			
Measurable Goal Nickname (35 Character Max)			
WIDA Access			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Data review from previous year.	WIDA Testing window opens for speaking, listening, reading and writing.	Completion of WIDA Testing and data review.	Elementary school calendar follows a trimester timeline.

Priority: School administrators will ensure educators are provided with professional learning opportunities to deepen their understandings of curriculum and develop expertise within content areas in order to address the gaps in phonics, phonemic awareness, vocabulary, and reading comprehension.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Staff participation in WIDA Access Testing training protocols and attainment of test proctor certificates.			
Measurable Goal Nickname (35 Character Max)			
WIDA Access Test Training			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
EL Teacher testing for test proctoring certification.	Implementation of WIDA Access test to students.	In depth review of Access scores from current school year and comparison to the previous school year.	Elementary school calendar follows a trimester timeline.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Teacher professional development trainings targeting English Language attainment of ELL Students.			
Measurable Goal Nickname (35 Character Max)			

General Education Teacher Training			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Introduction to working with ELL students in the general education setting while infusing inclusive practices to build language participation.	Ongoing communication from EL Teachers to general education teachers to updates regarding current EL practices and curriculum shifts.	Review of ELL student growth measures and reflection of challenges and possible improvements for the next school year.	Elementary school calendar follows a trimester timeline.

Priority: Hillcrest Elementary School will continually promote equitable practices to support college and career readiness, removing all barriers to support all learners.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
All students will participate in completing the Career Development requirements in Naviance after participating in a teacher facilitated activity.			
Measurable Goal Nickname (35 Character Max)			
Naviance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Career Development lessons will be aligned with completing artifacts throughout the year and posted on Naviance.	Career Development lessons will be aligned with completing artifacts throughout the year and posted on Naviance.	Career Development lessons will be aligned with completing artifacts throughout the year and posted on Naviance.	Career Development lessons will be aligned with completing artifacts throughout the year and posted on Naviance.

Priority: Hillcrest Elementary School will continue to expand ELL instructional supports using a variety of supports and strategies to enhance student growth and achievement in all curricula content areas..

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Developing a connection between the ELL curriculum and general education curriculum in order to support students in both areas.			
Measurable Goal Nickname (35 Character Max)			
Curriculum connection			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Initiation of Foundations and music strategy with the Vista ELL curriculum.	Presentation of progress to staff.	Review and re-evaluate strategies to begin planning for the next school year.	Elementary school calendar follows a trimester timeline.

Action Plan

Measurable Goals

WIDA Access	WIDA Access Test Training
Neviance	General Education Teacher Training
Curriculum connection	

Action Plan For: ELL Data Review

Measurable Goals:
<ul style="list-style-type: none"> Staff participation in WIDA Access Testing training protocols and attainment of test proctor certificates. The English Learner student group will meet or exceed Access test scores from the previous school year by a minimum of one point.

Action Step		Anticipated Start/Completion Date	
Grade level Data meetings.		2024-08-26	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Linda Fox	Access test scores; EL online curriculum - Vista (Sail/Soar Levels)	Yes	
Action Step		Anticipated Start/Completion Date	
Cross curriculum strategy utilizing music as a tool to increase English Language proficiency		2024-09-30	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Linda Fox	Collaboration between EL Teacher and music department. Music videos to assist with English proficiency and Foundations support.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased English proficiency	EL teacher, music teachers and core classroom teachers. Weekly check-ins, Observation, discussion and one minute probes.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELL Data Review	Grade level Data meetings.
ELL Data Review	Cross curriculum strategy utilizing music as a tool to increase English Language proficiency

ELL Infusion in General Education

Action Step		
<ul style="list-style-type: none"> Grade level Data meetings. Cross curriculum strategy utilizing music as a tool to increase English Language proficiency 		
Audience		
Students		
Topics to be Included		
Differentiation of targeted skills to utilize appropriate tools for reinforcement. Strategies for working with ELL students in the general education population. Strategies used for communication. Knowledge of general education curriculum.		
Evidence of Learning		
Teacher observation Student engagement and participation		
Lead Person/Position	Anticipated Start	Anticipated Completion
Linda Fox/ ELL Teacher Susan Campbell/ Principal	2024-08-26	2025-06-13

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3c: Engaging Students in Learning 4e: Growing and Developing Professionally 2a: Creating an Environment of Respect and Rapport 1a: Demonstrating Knowledge of Content and Pedagogy 2b: Establishing a Culture for Learning 4c: Communicating with Families 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 3e: Demonstrating Flexibility and Responsiveness 	

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Susan L. Campbell	2024-05-01
School Improvement Facilitator Signature	Date