

Hopewell El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Hopewell El Sch		124156703
Address 1		
602 Garfield Street		
Address 2		
City	State	Zip Code
Oxford	PA	19363
Chief School Administrator		Chief School Administrator Email
Dr David A Woods		dwoods@oxfordasd.org
Principal Name		
Dr. Nicole N. Addis		
Principal Email		
naddis@oxfordasd.org		
Principal Phone Number		Principal Extension
484 365-6151		6152
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Margaret Billings-Jones		mbillings-jones@oxfordasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Margaret Billings-Jones	Assistant Superintendent	Oxford Area School District	mbillings-jones@oxfordasd.org
Dr. Nicole N. Addis	Principal	Hopewell Elementary School/OASD	naddis@oxfordasd.org
Mr. John Barcus	STEM Teacher	Hopewell Elementary School/OASD	jbarcus@oxfordasd.org
Mrs. Alyssa Lynch	Special Education Teacher	Hopewell Elementary School/OASD	alynch@oxfordasd.org
Dr. Pamela Brown	Educational Specialist/MTSS Interventionist	Hopewell Elementary School/OASD	pbrown@oxfordasd.org
Mrs. Krista Gioffre	Educational Specialist/School Counselor	Hopewell Elementary School/OASD	kgioffre@oxfordasd.org
Mrs. Karen Gregan	Educational Specialist/Reading Specialist	Hopewell Elementary School/OASD	kgregan@oxfordasd.org
Mrs. Kim Martin	Educational Specialist/ESL Teacher	Hopewell Elementary School/OASD	kmartin@oxfordasd.org
Mrs. Maureen Pongracz	Educational Specialist/Media Specialist	Hopewell Elementary School/OASD	mpongrazc@oxfordasd.org
Mrs. Trish Hannon	Parent/Community Member	Oxford Area School District PTO	thannon@oxfordasd.org
Ms. Ronni Darragh	Teacher	Hopewell Elementary School/OASD	rdarragh@oxfordasd.org
Mrs. Leslie Gambrell	Teacher	Hopewell Elementary School/OASD	naddis@oxfordasd.org

Vision for Learning

Vision for Learning

The vision of Hopewell Elementary School begins with the vision for the Oxford Area School District: Kids First, Progress and Unity. This vision statement provides our students, staff, parents and community with the importance of always putting our students first, making progress together and establishing a unified school community. At Hopewell, we promote the goals of Respect, Responsibility and the establishment of a Safe School Community. As we come together to ensure that we are meeting the needs of our students, we utilize data that is focused on school improvement and the academic growth of all students.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Attendance through the Future Ready PA Index	All students met the performance standard for regular attendance at 86.8%.
State Assessments/PSSA through the Future Ready PA Index	All students met Academic Growth Expectations in English Language Arts/Student Group Exceeding the Standard Demonstrating Growth.
State Assessments/PSSA through the Future Ready PA Index/PVAAS	Academic Growth Expectations in Mathematics. All Student Group Exceeds the Standard Demonstrating Growth

Challenges

Indicator	Comments/Notable Observations
State Assessments (PSSA)	Through the assessment of data, it was determined that PSSA ELA scores have shown an increase in fifth grade and sixth grade for the 2024-2025 school year.
State Assessments (PSSA)	Percent Proficient/Advanced in English Language Arts/Literature All Student Group did not meet the Interim Goal/Improvement Target for English/Language Arts/Literature. These students did exceed the statewide average.

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

Strengths

Indicator PA Ready Index 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,	Comments/Notable Observations Students met the performance standard for regular attendance at 86.8%.
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Students with Disabilities	
Indicator PA Ready Index and PVAAS ESSA Student Subgroups English Learners	Comments/Notable Observations Fifth and sixth grade students met the academic growth expectations in English Language Arts with the fifth and sixth grade student groups exceeding the Standard demonstrating growth.
Indicator PA Ready Index and PVAAS ESSA Student Subgroups English Learners	Comments/Notable Observations Fifth and sixth grade students exceed the ELA Standard Growth Measure with 100% of students meeting academic growth expectations in English Language Arts/Literature.
Indicator PA Ready Index and PVAAS ESSA Student Subgroups English Learners	Comments/Notable Observations Fifth and sixth grade students exceed the standard demonstrating academic growth in the area of Mathematics.
Indicator PA Ready Index ESSA Student Subgroups	Comments/Notable Observations Fifth and sixth grade students exceed the performance standard for career standards benchmarks at 98.8%.

Challenges

Indicator Future Ready PA Index (PSSA) State Assessment Measures ESSA Student Subgroups English Learners	Comments/Notable Observations Through the assessment of data, it was determined that PSSA Mathematics scores have not shown an increase in fifth and sixth grade from 2023-2024. The interim target for Math needs to be an area of consideration. The EL students underperformed the state average for EL student in math grade 6
Indicator Future Ready PA Index (PSSA) State Assessment Measures ESSA Student Subgroups	Comments/Notable Observations Percent Proficient/Advanced in English Language Arts/Literature All Student Group Meets
Indicator Future Ready PA Index (PSSA) State Assessment Measures	Comments/Notable Observations English Language Growth and Attainment in the all student group did not meet the interim goal/improvement target in 2023-2024 for the 2030 goal for on-track measures.

ESSA Student Subgroups	
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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.

All students met the performance standard for regular attendance at 86.8%.
All students met Academic Growth Expectations in English Language Arts/Student Group Exceeding the Standard Demonstrating Growth of 100%. The statewide average growth score was 75.4%.
Academic Growth Expectations in Mathematics. All Student Group Exceeds the Standard Demonstrating Growth of 100% with the statewide average growth score of 74.9%.
All Student Group Exceeds Performance Standard for career standards benchmarks.

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.

Math Growth and Attainment in the all student group did not meet the interim goal/improvement target in 2023-2024 for the 2030 goal for on-track measures.
English Language Growth and Attainment in the all student group did not meet the interim goal/improvement target in 2023-2024 for the 2030 goal for on-track measures.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA	There are 60% of students in 6th grade who have scored proficient or advanced in the PSSA English Language Arts.
PSSA/PVAAS	All students met Academic Growth Expectations in English Language Arts/Student Group Exceeding the Standard Demonstrating Growth
PSSA	There are 55% of students in 5th grade who have scored proficient or advanced in the PSSA English Language Arts.

English Language Arts Summary

Strengths

Data meetings take place with the administration and staff to determine the progress of students. The data meetings provide an opportunity for staff to examine the strengths of students and areas for continued focus with regard to instruction. Data-driven instruction is evident as staff utilize data to determine the individual needs of the students. The data provides a thorough examination of curriculum-based assessments, PSSA data and district assessments including Edmentum Exact Path benchmark and diagnostic assessments.
The English Language Arts district curriculum is aligned to the Pennsylvania Core Standards.
Professional Development has been provided to all English Language Arts teachers throughout the district and the building. Content area meetings provide time for teachers to discuss consistency and student progress. The teachers are provided with release time to collaborate in the area of English Language Arts.
Technology is incorporated into instruction as students and teachers have been provided with iPads. The Media Specialist assists as staff integrates technology into instruction. The staff utilizes iPads and Apple televisions to maximize instruction through technology.

Challenges

Continue with on-track measures and interim targets.
Continue with professional development opportunities.
Provide additional training for teachers to understand special challenges for EL students

Mathematics

Data	Comments/Notable Observations
PSSA	There are 38% of students in 6th grade who scored proficient or advanced in the PSSA Mathematics.
PSSA/PVAAS	Hopewell students proficiency level is advancing to the expectation that all students will be proficient by the year 2030.
PSSA/PVAAS	The all student group did not meet the interim goal/improvement target.
PSSA	There are 45% of students in 5th grade who have scored proficient or advanced in the PSSA Mathematics.

Mathematics Summary

Strengths

Highly qualified teachers using research based resources with a commitment to all students in advancing the students' math proficiency. Professional development in integrating technology with the delivery of instruction and engaged supervision with teachers in a positive school culture.
Data meetings take place with the administration and staff to determine the progress of students. The data meetings provide an opportunity for staff to examine the strengths of students and areas for continued focus with regard to instruction. Data-driven instruction is evident as staff utilize data to determine the individual needs of the students. The data provides a thorough examination of curriculum-based assessments, PSSA data and district assessments including Edmentum Exact Path benchmark and diagnostic assessments.
MTSS has been implemented to assist all students in the area of Mathematics. The Mathematics District curriculum is aligned to the Pennsylvania Core Standards.
Technology is incorporated into instruction as students and teachers have been provided with iPads. The Media Specialist assists as staff integrates technology into instruction. The staff utilizes iPads and Apple televisions to maximize instruction through technology.

Challenges

Through the assessment of data, it was determined that PSSA Mathematics scores have decreased in fifth and sixth grade from 2023-2024. The All student group did not meet the interim goal/improvement target.
Continue with on-track measures and interim targets.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Project Lead the Way	The STEM Program has provided students an opportunity to expand their skills of Science, Technology, and Mathematics in 5th and 6th grade. Students are utilizing creative thinking and problem solving skills through STEM.
Project Lead the Way	The District has established a PLTW program from 5th through 12th grades. The STEM teachers coordinate and have meetings to discuss curriculum.

Science, Technology, and Engineering Education Summary

Strengths

Hopewell Elementary School received recognition as a Distinguished Project Lead the Way School.
STEM has provided integration of other subject areas and increased problem-solving skills for students.
All students attend STEM and the STEM teacher provides instruction to students in grades 4-6. This provides a smooth transition for students as they enter 5th grade.

Challenges

Continue to integrate STEM in areas for students and expanding in the area of college and career readiness measures.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Building Plan and Goals	Career awareness has grown in 5th and 6th grade levels as staff/students have partnered with community businesses and organizations.
PA Future Ready Index	The percentage of Career Standards Benchmark for the All Student Group Exceeds the Performance Standard.
Building Plan and Goals	Career awareness has grown and students at the 5th and 6th grade levels attend a program through the Chester County Technical College High School. There are speakers who attend career day from various occupations to answer questions and work with students on possible future careers. Career readiness has been a goal of the building and district. There have been community partnerships established by each classroom in Hopewell Elementary School.
Building Plan and Goals	The Hopewell Elementary School staff provide opportunities for career awareness and community partnerships both in and out of the classroom.
Building Plan and Goals	An additional counselor is available to assist with student needs.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Comprehensive Planning/Building-Level Goals	The Arts and Humanities programming enables students to grow through music including instrumental as well as strings and chorus. Students are also provided with opportunities for acting through the Shakespeare club. All students take an Art course and World Language course.
Comprehensive Planning/Building-Level Goals	Our Arts and Humanities are a strong component to the overall programming at Hopewell Elementary School. Hopewell offers Chorus, Music, Band, Art, STEM, World Language, Media/Library, and Health/Physical Education. This provides a comprehensive program for all students.

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Comprehensive Planning/Building-Level Goals	Health, Safety and Physical Education are areas that are provided to all students. The area of well-being for all of our students has been enhanced by the Safe2Say initiative and our SAP program.
Building Plan and Goals	The Oxford Area School District has partnered with Devereux to provide students with support in mental health and well being. The administration also monitors students' well being through the Securly application as well as Safe2Say.
Building Plan and Goals	Hopewell Elementary School has a school-wide plan that encompasses the areas of respect, responsibility and creating a safe school environment.

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.

The percentage of Career Standards Benchmark for the All Student Group Exceeds the Performance Standard.
Career awareness has grown and students at the 5th and 6th grade levels attend a program through the Chester County Technical College High School. There are speakers who attend career day from various occupations to answer questions and work with students on possible future careers. Career readiness has been a goal of the building and district. There have been community partnerships established by each classroom in Hopewell Elementary School.
The Oxford Area School District has partnered with Devereux to provide students with support in mental health and well being. The administration also monitors students' well being through the Securly application as well as Safe2Say.
Hopewell Elementary School has a Student Assistance Program that works closely with the school counselor to identify and monitor the needs of students.

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.

Continue with the implementation of career readiness goals and ensure that all students have the necessary requirements according to the state in moving to the next grade-level.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
PA Future Ready Index	English Language Growth and Attainment for the all student group needs to continue so that the Interim Goal/Improvement Target is achieved.
ACCESS Testing	ELL students are making growth as evidenced through the English Language Proficiency test.

Students with Disabilities

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

Data	Comments/Notable Observations
PSSA/PVAAS	Students with disabilities are showing growth in the area of English Language Arts and Mathematics.
Individualized Education Plans/ProgressMonitoring through AimsWeb	Students are demonstrating progress through IEP's and progress monitoring.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA/PVAAS	Students considered economically disadvantaged need to continue with growth in the area of Mathematics.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
2 or More Races	Additional need for growth in the area of Mathematics.

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.

PVAAS data supports that students are increasing in the areas of Mathematics and Reading.
Strengths of programming include the inclusionary model of co-teaching. The staff has been trained and work together as teams to accomplish goals for the students. The Special Education teachers, ELL teachers, Reading Specialists and Regular Education teachers work together to co-teach and 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.

English Language Growth and Attainment for the all student group needs to continue so that the Interim Goal/Improvement Target is achieved.
Mathematics will continue to be an area of focus for all students.

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Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Exemplary
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	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
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	Exemplary

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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
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	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Exemplary
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	Exemplary

Summary

Strengths

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

Partner with local businesses, community organizations, and other agencies to meet the needs of the school.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
Collectively shape the vision for continuous improvement of teaching and learning .
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
Foster a culture of high expectations for success for all students, educators, families, and community members

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?

Continue to utilize the Multi-tiered Systems of Support in the areas of Mathematics and Reading for intervention/enrichment.
Continue with on-track measures to attain the interim goal and improvement target.
Review and address EL student subgroup performance in grades 5 and 6

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
All students met the performance standard for regular attendance at 86.8%.	True
All students met Academic Growth Expectations in English Language Arts/Student Group Exceeding the Standard Demonstrating Growth of 100%. The statewide average growth score was 75.4%.	True
All Student Group Exceeds Performance Standard for career standards benchmarks.	True
Academic Growth Expectations in Mathematics. All Student Group Exceeds the Standard Demonstrating Growth of 100% with the statewide average growth score of 74.9%.	False
Data meetings take place with the administration and staff to determine the progress of students. The data meetings provide an opportunity for staff to examine the strengths of students and areas for continued focus with regard to instruction. Data-driven instruction is evident as staff utilize data to determine the individual needs of the students. The data provides a thorough examination of curriculum-based assessments, PSSA data and district assessments including Edmentum Exact Path benchmark and diagnostic assessments.	True
The English Language Arts district curriculum is aligned to the Pennsylvania Core Standards.	False
Professional Development has been provided to all English Language Arts teachers throughout the district and the building. Content area meetings provide time for teachers to discuss consistency and student progress. The teachers are provided with release time to collaborate in the area of English Language Arts.	True
Technology is incorporated into instruction as students and teachers have been provided with iPads. The Media Specialist assists as staff integrates technology into instruction. The staff utilizes iPads and Apple televisions to maximize instruction through technology.	True
Hopewell Elementary School received recognition as a Distinguished Project Lead the Way School.	False
STEM has provided integration of other subject areas and increased problem-solving skills for students.	False
All students attend STEM and the STEM teacher provides instruction to students in grades 4-6. This provides a smooth transition for students as they enter 5th grade.	False
The Oxford Area School District has partnered with Devereux to provide students with support in mental health and well being. The administration also monitors students' well being through the Securly application as well as Safe2Say.	True
Highly qualified teachers using research based resources with a commitment to all students in advancing the	False

students' math proficiency. Professional development in integrating technology with the delivery of instruction and engaged supervision with teachers in a positive school culture.	
Data meetings take place with the administration and staff to determine the progress of students. The data meetings provide an opportunity for staff to examine the strengths of students and areas for continued focus with regard to instruction. Data-driven instruction is evident as staff utilize data to determine the individual needs of the students. The data provides a thorough examination of curriculum-based assessments, PSSA data and district assessments including Edmentum Exact Path benchmark and diagnostic assessments.	True
MTSS has been implemented to assist all students in the area of Mathematics. The Mathematics District curriculum is aligned to the Pennsylvania Core Standards.	True
Technology is incorporated into instruction as students and teachers have been provided with iPads. The Media Specialist assists as staff integrates technology into instruction. The staff utilizes iPads and Apple televisions to maximize instruction through technology.	True
The percentage of Career Standards Benchmark for the All Student Group Exceeds the Performance Standard.	False
Career awareness has grown and students at the 5th and 6th grade levels attend a program through the Chester County Technical College High School. There are speakers who attend career day from various occupations to answer questions and work with students on possible future careers. Career readiness has been a goal of the building and district. There have been community partnerships established by each classroom in Hopewell Elementary School.	False
PVAAS data supports that students are increasing in the areas of Mathematics and Reading.	True
Strengths of programming include the inclusionary model of co-teaching. The staff has been trained and work together as teams to accomplish goals for the students. The Special Education teachers, ELL teachers, Reading Specialists and Regular Education teachers work together to co-teach and meet the needs of all students.	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	True
Collectively shape the vision for continuous improvement of teaching and learning .	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	True
Foster a culture of high expectations for success for all students, educators, families, and community members	True
Hopewell Elementary School has a Student Assistance Program that works closely with the school counselor to identify and monitor the needs of students.	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
English Language Growth and Attainment in the all student group did not meet the interim goal/improvement target in 2023-2024 for the 2030 goal for on-track measures.	True
Math Growth and Attainment in the all student group did not meet the interim goal/improvement target in 2023-2024 for the 2030 goal for on-track measures.	False
Continue with on-track measures and interim targets.	True
Continue with programming, professional development, and the collaboration of staff.	True
Continue with professional development opportunities.	False
Through the assessment of data, it was determined that PSSA Mathematics scores have decreased in fifth and sixth grade from 2023-2024. The All student group did not meet the interim goal/improvement target.	True
	False
Continue with on-track measures and interim targets.	False
Review and address EL student subgroup performance in grades 5 and 6	True
Provide additional training for teachers to understand special challenges for EL students	False
Continue to integrate STEM in areas for students and expanding in the area of college and career readiness measures.	False
Mathematics will continue to be an area of focus for all students.	False
	True
Continue to utilize the Multi-tiered Systems of Support in the areas of Mathematics and Reading for intervention/enrichment.	True
Continue with on-track measures to attain the interim goal and improvement target.	True
Continue with the implementation of career readiness goals and ensure that all students have the necessary requirements according to the state in moving to the next grade-level.	True
English Language Growth and Attainment for the all student group needs to continue so that the Interim Goal/Improvement Target is achieved.	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.

The area of Mathematics has shown growth in both grade-levels. There is a need to continue with Mathematics as a focus through MTSS. The interim goal and improvement target according to the state for the year 2030, continues to be a school goal. stance Program, English Language growth and attainment is an area that will continue to be a goal. Students are showing growth according to PVAAS data, but the all student group needs to continue growth to meet the interim goal and improvement target by 2030.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
English Language Growth and Attainment in the all student group did not meet the interim goal/improvement target in 2023-2024 for the 2030 goal for on-track measures.	The English Language Growth and Attainment continues to be an area of focus with all teachers. The ELL teacher, Reading Specialists, Core teachers and the administration will continue to focus on the area of English Language Growth and Attainment.	True
Through the assessment of data, it was determined that PSSA Mathematics scores have decreased in fifth and sixth grade from 2023-2024. The All student group did not meet the interim goal/improvement target.	Math will continue to be an area of focus for both 5th and 6th grade students. All students have shown growth according to the PVAAS data which is 100%. Professional development has been implemented and will continue to be an area of priority. Content area meetings and discussion of assessments will continue with Math teachers and the administration.	True
Review and address EL student subgroup performance in grades 5 and 6		False
Continue to utilize the Multi-tiered Systems of Support in the areas of Mathematics and Reading for intervention/enrichment.	The focus of MTSS provides interventions for all students including enrichment as well as areas of need.	True
Continue with on-track measures to attain the interim goal and improvement target.		False
Continue with on-track measures and interim targets.		False
Continue with programming, professional development, and the collaboration of staff.		False
		False
Continue with the implementation of career readiness goals and ensure that all students have the necessary requirements according to the state in moving to the next grade-level.		False
English Language Growth and Attainment for the all student group needs to continue so that the Interim Goal/Improvement Target is achieved.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Data meetings take place with the administration and staff to determine the progress of students. The data meetings provide an opportunity for staff to examine the strengths of students and areas for continued focus with regard to instruction. Data-driven instruction is evident as staff utilize data to determine the individual needs of the students. The data provides a thorough examination of curriculum-based assessments, PSSA data and district assessments including Edmentum Exact Path benchmark and diagnostic assessments.	Data meetings
Professional Development has been provided to all English Language Arts teachers throughout the district and the building. Content area meetings provide time for teachers to discuss consistency and student progress. The teachers are provided with release time to collaborate in the area of English Language Arts.	Continue with professional development opportunities.
Technology is incorporated into instruction as students and teachers have been provided with iPads. The Media Specialist assists as staff integrates technology into instruction. The staff utilizes iPads and Apple televisions to maximize instruction through technology.	Technology integration has assisted staff and students in the area of instruction/assessment.
Strengths of programming include the inclusionary model of co-teaching. The staff has been trained and work together as teams to accomplish goals for the students. The Special Education teachers, ELL teachers, Reading Specialists and Regular Education teachers work together to co-teach and meet the needs of all students.	Continue with the inclusionary model as well as meeting the needs of all students.
PVAAS data supports that students are increasing in the areas of Mathematics and Reading.	Continue with the examination and interpretation of PVAAS data.
All students met the performance standard for regular attendance at 86.8%.	Continue with attendance letters, phone calls, collaboration with school counselor/teachers, and hold SAIP meetings to prevent truancy and attendance concerns.
All students met Academic Growth Expectations in English Language Arts/Student Group Exceeding the Standard Demonstrating Growth of 100%. The statewide average growth score was 75.4%.	Continue with the examination and interpretation of PVAAS data.
All Student Group Exceeds Performance Standard for career standards benchmarks.	Continue with the examination of PVAAS
Data meetings take place with the administration and staff to determine the	Continue with data meetings and the on-going analysis

progress of students. The data meetings provide an opportunity for staff to examine the strengths of students and areas for continued focus with regard to instruction. Data-driven instruction is evident as staff utilize data to determine the individual needs of the students. The data provides a thorough examination of curriculum-based assessments, PSSA data and district assessments including Edmentum Exact Path benchmark and diagnostic assessments.	for students in the area of Mathematics as well as ELA.
MTSS has been implemented to assist all students in the area of Mathematics. The Mathematics District curriculum is aligned to the Pennsylvania Core Standards.	Continue with the process of MTSS for Math and English Language Arts.
Technology is incorporated into instruction as students and teachers have been provided with iPads. The Media Specialist assists as staff integrates technology into instruction. The staff utilizes iPads and Apple televisions to maximize instruction through technology.	Continue with the integration of technology.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	Continue with community partnerships.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	Continue to support the School-wide Positive Program through positive programming.
Collectively shape the vision for continuous improvement of teaching and learning .	Continue to collectively shape the vision for continuous improvement of teaching and learning.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	
Foster a culture of high expectations for success for all students, educators, families, and community members	Continue to foster a culture of high expectations for the success of students.
The Oxford Area School District has partnered with Devereux to provide students with support in mental health and well being. The administration also monitors students' well being through the Securly application as well as Safe2Say.	Continue with communication to Devereux counselors and the continuation of support to students.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	There will continue to be a focus on English Language Growth and Attainment. Although EL students are demonstrating growth according to PVAAS, the areas of ELA and Math will continue to be an area of focus.
	Continue with the examination of data from 4th to 5th grade and 5th to 6th in the area of Mathematics. Professional

	development will continue to be an area of focus in Mathematics. There will continue to be the examination of data, open-ended questions, and assessments as a means to continue the growth of students in the area of Mathematics.
	The Multi-tiered Systems of Support in the areas of Mathematics and Reading for intervention/enrichment will continue to be a priority for all students.

Goal Setting

Priority: There will continue to be a focus on English Language Growth and Attainment. Although EL students are demonstrating growth according to PVAAS, the areas of ELA and Math will continue to be an area of focus.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Students will show an increase from the previous year in English Language Growth and Attainment. Access scores and PVAAS scores will be utilized to measure the growth of students from one year to the next year.			
Measurable Goal Nickname (35 Character Max)			
English Language Growth and Attainment			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Benchmark assessment administered to determine baseline proficiency.	ELL students will continue to show progress in attaining at least 10% growth at or above grade-level proficiency.	ELL students will continue to show progress in attaining at least 10% growth at or above grade-level proficiency.	ELL students will demonstrate at least 10% growth at or above grade-level proficiency according to the banchmark data from the beginning of the year until the end of the year.

Outcome Category			
Professional learning			
Measurable Goal Statement (Smart Goal)			
Provide professional development in ELA			
Measurable Goal Nickname (35 Character Max)			
Increase in ELA student performance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
One Professional Development session per quarter in ELA	One Professional Development session per quarter in ELA	One Professional Development session per quarter in ELA	One Professional Development session per quarter in ELA

Priority: Continue with the examination of data from 4th to 5th grade and 5th to 6th in the area of Mathematics. Professional development will continue to be an area of focus in Mathematics. There will continue to be the examination of data, open-ended questions, and assessments as a means to continue the growth of students in the area of Mathematics.

Outcome Category

Mathematics			
Measurable Goal Statement (Smart Goal)			
Students will demonstrate at least one year of growth in the area of Mathematics according to PVAAS data.			
Measurable Goal Nickname (35 Character Max)			
Student growth in the area of Mathematics			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Students will take the Benchmark assessment and Diagnostic providing data for the beginning of the school year.	Students will demonstrate at least 10% growth in the area of Mathematics on the benchmark assessment.	Students will demonstrate at least 10% growth in the area of Mathematics on the benchmark assessment.	Students will show at least 10% growth in the area of Mathematics on the benchmark assessment from the beginning of the year until the end of the year.

Priority: The Multi-tiered Systems of Support in the areas of Mathematics and Reading for intervention/enrichment will continue to be a priority for all students.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
The Multi-tiered systems of support will continue to provide students with interventions and enrichment in the areas of Math/ELA to meet their individual needs,			
Measurable Goal Nickname (35 Character Max)			
Multi-tiered Systems of Support			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline data will be shared regarding students and necessary interventions/enrichment.	Progress monitoring will continue and students will demonstrate progress through instruction and assessment.	Progress monitoring will continue and students will demonstrate progress through instruction and assessment.	Benchmark data will be examined from the beginning of the year until the end of the year for students to demonstrate at least 10% growth/increase.

Action Plan

Measurable Goals

Student growth in the area of Mathematics	English Language Growth and Attainment
Increase in ELA student performance	Multi-tiered Systems of Support

Action Plan For: MTSS

Measurable Goals:
<ul style="list-style-type: none"> • Provide professional development in ELA • The Multi-tiered systems of support will continue to provide students with interventions and enrichment in the areas of Math/ELA to meet their individual needs, • Students will show an increase from the previous year in English Language Growth and Attainment. Access scores and PVAAS scores will be utilized to measure the growth of students from one year to the next year. • Students will demonstrate at least one year of growth in the area of Mathematics according to PVAAS data.

Action Step		Anticipated Start/Completion Date	
Increase student achievement in the area of Mathematics for all students focusing on EL students.		2024-08-26	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Math Teachers and ELL teachers.	Math Intervention materials including Math in Focus.	Yes	
Action Step		Anticipated Start/Completion Date	
English Language Growth attainment		2024-09-03	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principals and teachers	MyView	No	
Action Step		Anticipated Start/Completion Date	
Multi-tiered System of Support		2024-09-03	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal and Teachers	Exact Path Diagnostic and Benchmark for determination of needed supplemental resources.	No	
Action Step		Anticipated	

		Start/Completion Date	
Increase in ELA performance through the use of supplemental resources in the areas of comprehension and fluency.		2024-09-03	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Reading Specialists and Content Teachers.	Soar to Success and Read Naturally	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Growth of student achievement	ELA teachers monitor using the Benchmark

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">MTSS	Reading Specialists	108361
Other Expenditures	<ul style="list-style-type: none">MTSS	Student Supplies	25000
Instruction	<ul style="list-style-type: none">MTSS	Reading supplemental supplies and assessment materials programs	136531
Total Expenditures			269892

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS	Increase student achievement in the area of Mathematics for all students focusing on EL students.

MTSS Strategies and Planning for Student Achievement

Action Step		
<ul style="list-style-type: none">Increase student achievement in the area of Mathematics for all students focusing on EL students.		
Audience		
5th and 6th Grade Math, ELA and ELL teachers		
Topics to be Included		
MTSS Math and Reading Communication		
Evidence of Learning		
Assessment		
Lead Person/Position	Anticipated Start	Anticipated Completion
ELL teachers and Principal	2024-09-09	2025-06-10

Learning Format

Type of Activities	Frequency
Other	Quarterly
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
David A. Woods, Ed.D.	2024-08-29
Building Principal Signature	Date
Nicole N. Addis, Ed.D.	2024-08-29
School Improvement Facilitator Signature	Date
Margaret Billings-Jones, Ed.D.	2024-08-29