

Profile and Plan Essentials

LEA Type		AUN
Highlands		103024753
Address 1		
1500 Pacific Avenue		
Address 2		
City	State	Zip Code
Natrona Heights	PA	15065
Chief School Administrator		Chief School Administrator Email
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Single Point of Contact Name		
Cathleen Cubelic		
Single Point of Contact Email		
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Steering Committee

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LEA Profile

Description of the educational community:

HIGHLANDS SCHOOL DISTRICT

Located in Southwestern PA, Highlands School District comprises the municipalities of Fawn Township, Harrison Township, Brackenridge Borough and Tarentum Borough. The area is approximately twenty-two square miles with a population of about 22,000. It is located in the northeast corner of Allegheny County along the Allegheny River about 18 miles from Pittsburgh. Route 28 provides easy access to the Greater Pittsburgh area.

The immediate area contains major industries, including research and development facilities. The four communities offer a mixture of urban and rural residential areas, and a variety of recreational, educational, shopping, dining, entertainment, and health care facilities. Residents are within commuting distance of major Pittsburgh and Western Pennsylvania colleges and universities, and a wide selection of business and technical schools. Some of these secondary schools have established satellite locations in nearby North Pointe Industrial Park in Sarver, PA; New Kensington, PA and Pittsburgh Mills Mall in Tarentum.

Organization of Schools

Highlands School District operates four school buildings. Highlands High School serves students in grades 9 through 12 and houses the administrative center in one of its wings. Highlands Middle School serves grades 5 through 8. Highlands Elementary School serves children in grades 1 through 4 and Highlands Early Childhood Center houses our Pre K and Kindergarten students. The district also has a maintenance building located near the high school and a Community Center near Golden Rams Stadium.

Highlands has districtwide Title I programming since the 2023-24 school year. All of our students in all schools receive free breakfast and lunch every day.

The current enrollment at Highlands is approximately 2,030 students. We have a professional staff of 230 educators and administrators, and a support staff of 92, including secretaries, aides, food service, custodians/maintenance and security personnel.

Highlands firmly believes that the future of our students is dependent upon the establishment of a strong foundation that is built through an intentional partnership between the schools and our families. The district has worked to establish long range plans that include a set of clearly articulate goals that frame the major systemic areas of work. The structure of the goals includes delineated sub-goals which allow for the incremental accomplishment and provide a sustained lens of focus.

Sociological & Economical Breakdown of Our Communities

The Highlands community is increasingly diverse in terms of household types, income levels, education, home prices, parents' careers and other variables that describe a school's population and families. Based upon 2020 census data, the four municipalities have a combined population of 20,135 with Harrison Township being the largest and most populated. This data reflects a decrease of population of about 1500 people over the prior collection period. The median income for all four communities is \$48,300 and 16% of our community is below the poverty level.

The make up of the school district and its community reflects a feeling of familiarity. Many of our children are second or third generation students. The atmosphere has many positives and definitely establishes a joint effort. It can, however, impact the ability for significant change. Although familiar names and faces remain, much of the community make up has changed over the past several years. While there has been a reduction in the presence of industry in the area, there has been a recent resurgence in local small businesses. These changes are an indication of an evolution and growth trend that will redefine Highlands for the future.

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Mission and Vision

Mission

The mission of the Highlands School District is to create a quality, caring educational environment and to develop academic, vocational and social programs that will enable students to achieve their highest potential in personal growth; and that the family, the community, business, and industry will share in the responsibility to prepare students to be problem solvers, communicators, contributors of learning, and responsible citizens in an ever-changing global community.

Vision

Be Proud... Be Golden... We are RAMS! "Together we will ensure we are all RAMS 4 Life!" R: Respectful: Respectful classrooms and schools are rigorous, relevant, and build relationships. A: Accountable: Accountable classrooms and schools utilize educator and principal effectiveness and assess frequently to produce rigorous engaging lessons. M: Motivated: Motivated classrooms and schools utilize technology to enhance and inspire learning. S: Safe: Safe classrooms and schools encourage academic risk-taking and adhere to PBIS.

Educational Values

Students

Every student should be able... - To set goals and assess the attainment of those goals both personally and professionally - To be responsible - To productively communicate with others in writing, in person, and/or technologically - To reason and problem solve - To work cooperatively - To make sound decisions - To utilize technology as a tool to enhance learning opportunities - To demonstrate resiliency - To understand and appreciate discourse

Staff

We believe that... - Self-esteem is important for personal growth. - Every individual must be treated with respect and dignity. - Education is a life-long process. - All students can learn. - Education is a shared responsibility and cooperative effort between home, school, and community. - An effective education extends beyond the classroom experience. - Achieving success is the most important motivational experience. - A caring environment nurtures the desire for learning. - Every citizen should be involved in education. - Early childhood education begins the formative process of learning. - Learning experiences are best achieved in a flexible environment. Every student's education should be cultivated collaboratively. - Desire for learning - Comprehensive core of knowledge - Developmentally appropriate curriculum

Administration

We believe that... - Self-esteem is important for personal growth. - Every individual must be treated with respect and dignity. - Education is a life-long process. - All students can learn. - Education is a shared responsibility and cooperative effort between home, school, and community. - An effective education extends beyond the classroom experience. - Achieving success is the most important motivational experience. - A caring environment nurtures the desire for learning. - Every citizen should be involved in education. - Early childhood education begins the formative process of learning. - Learning experiences are best achieved in a flexible environment. Every student's education should be cultivated collaboratively. - Desire for learning - Comprehensive core of knowledge - Developmentally appropriate curriculum

Parents

We believe that... - Parents should be partners in the education of their children. - Self-esteem is important for personal growth. - Quality education must be accessible to everyone. - Every individual must be treated with respect and dignity. - Education is a life-long process. - All students can learn. - Education is a shared responsibility and cooperative effort between home, school, and community. - An effective education extends beyond the classroom experience. - Achieving success is the most important motivational experience. - A caring environment nurtures the desire for learning. - Every citizen should be involved in education. - Early childhood education begins the formative process of learning. - Assessment should guide instruction. - Learning experiences are best achieved in a flexible environment. Every student's education should be cultivated by a... - Desire for learning - Comprehensive core of knowledge - Developmentally appropriate curriculum

Community

- Education is a shared responsibility and cooperative effort between home, school, and community.- - A caring environment nurtures the desire for learning. - Every citizen should be involved in education.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Middle School Growth Measures	Middle School growth measures reflect cohort progress in all academic areas, each of which is above the growth index and the statewide average. Most significant growth is evident in math.
Elementary School Growth Measures	Elementary School growth measures reflect cohort progress and growth in all academic areas, with science exceeding the statewide average score. The most significant growth in the area of mathematics.
Industry-based learning progress	Performance on the NOCTI and the earning of Industry recognized credentials demonstrates growth and progres..
Student groups	Performance of 2 or more races student sub-groups at the elementary school indicate improved achievement

Challenges

Indicator	Comments/Notable Observations
Poor Achievement at the high school, specifically with black and students from 2 or more races	All academic areas at the high school show low achievement, below the statewide average
Poor Achievement in the elementary school.	Low achievement in English Language Arts for black students and those with disabilities
Districtwide attendance	All schools have attendance that is well below the statewide average
Subgroups at all schools	Student subgroups of black, 2 or more races and economically disadvantaged score below the white student group

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

Strengths

Indicator Elementary Achievement Scores Grade Level(s) and/or Student Group(s) Students in all subgroups in grades 3 and 4	Comments/Notable Observations All student sbugroups have demonstrated growth in all subject areas with the exception of students with disabilities in ELA and Science.
Indicator Career Benchmark Grade Level(s) and/or Student Group(s) Students in grades 9 - 12	Comments/Notable Observations

Challenges

Indicator ELA growth and achievement Grade Level(s) and/or Student Group(s) Grades 3 and 4	Comments/Notable Observations Growth and achievement in ELA is lacking for the black subgroup and for students with disabilities
Indicator Attendance Grade Level(s) and/or Student Group(s) Elementary School - grades 3 and 4	Comments/Notable Observations Attendance for black and 2 or more races is significantly lower than the white and all student groups
Indicator Attendance Grade Level(s) and/or Student Group(s) Grades 9-12, black and 2 or more races	Comments/Notable Observations Attendance percentages are significantly lower than the white student group

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.

Elementary Achievement Scores
Career Benchmark

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.

ELA growth and achievement
Attendance

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Star 360	Elementary achievement across subject areas is showing signs of improvement
Acadience	Early Literacy scores are increasing in grades K and 1

English Language Arts Summary

Strengths

ELA growth and achievement

Challenges

Attendance across grade levels
Subgroup achievement and growth

Mathematics

Data	Comments/Notable Observations
Star 360	Skill and concept data reflects areas of growth related to instructional priorities
Acadience Math	Early numeracy achievement is increasing

Mathematics Summary

Strengths

Embedded instruction and application of skills in practice
Differentiation and targeted support for groups of students with common needs

Challenges

Consistent and increased attendance in all grade levels
Ongoing alignment of rigor by all teachers is not in place
Remediation and intervention processes

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Common Assessments	Curriculum based measures are used to gauge student concept development and mastery
PSSA	This is our highest area of achievement

Science, Technology, and Engineering Education Summary

Strengths

Career and Workforce Readiness initiatives
Maker spaces in each of the schools that provide hands on opportunities

Challenges

Integration of skills and application outside of the scripted program
Ongoing training and professional development for staff in project-based learning

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Readiness Benchmark	Artifacts are gathered and recorded for completion
Benchmark at 3, 5, 8 and 11	Reflect increased expectations and spiral skill development
NOCTI Exam	Student proficiency is high and increasing

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Enrollment	Our enrollment numbers in the CTC program are increasing
Diversity of interests	Program diversity has provided students more and varied choices to explore learning
Work Study	Students engaged in work release programs are increasing

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

False Family and Consumer Sciences Omit

Data	Comments/Notable Observations
Increased programming	Family and Consumer Science programming has been reintegrated into both the high school and middle school programs

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

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Robert Morris University

Agreement Type

Dual Credit

Program/Course Area

Statistics

Uploaded Files

Highlands-RMU in the HS-Feb 2025.pdf

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.

Career and Workforce Readiness initiative K-12
Analysis of assessment data for providing targeted instruction
Differntiated Instruction and Grouping

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.

Attendance
ELA achievement and growth across grade levels.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Bureau of Special Education - Monitoring FSA 17-PUBLIC SCHOOL ENROLLMENT LEA's percentage of children with disabilities served in special education is comparable to state data	For the 2023-2024 school year, the percentage of students receiving special education services in Highlands School District is 24.8%, compared to the statewide percentage of 20.1%.
Bureau of Special Education - Monitoring FSA 16-PARTICIPATION IN PSSA AND PASA (SPP Indicator 3B) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.	HIGHLANDS SD has been identified by the BSE as a Tier 2 LEA for the 2024-25 school year. The % of students assessed on the PASA-DLM for your LEA during the 2023-24 school year is 2.6%.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA and Keystone Data	Data is disaggregated to explore performance of subgroups and to ensure that teachers are providing instruction in response to the data

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	This demographic is significant within the district population and data is disaggregated relative to academic performance
Black	The district population reflects a significant subgroup and data is disaggregated at the school and classroom level to plan for intentional instruction based on group and individual needs

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.

All English Language Learners have demonstrated growth on the WIDA assessment.
The identification as a Tier 2 LEA by the Bureau of Special Education (BSE). One contributing factor is the percentage of students assessed on the PASA-DLM, which stands at 2.6% for the 2023-24 school year
Assessment data disaggregation is shared with both principals and instructional staff and instruction is expected to reflect an intentional response to the needs demonstrated

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.

The higher percentage of students receiving special education services. At 24.8%, this exceeds the statewide average of 20.1%
Ensuring that the needs of students are being met consistently

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Population of students receiving special education services exceeds the statewide average
Title 1 Program	Programming is geared to support student academics K-12
Student Services	Student Services oversight is provided by a designated Coordinator hired in 2024
K-12 Guidance Plan (339 Plan)	The 339 Plan is updated annually and used to guide our programming at all levels
Technology Plan	Plan reflects the district 1:1 initiative and infusion of technology into the curriculum
English Language Development Programs	We provide services through contract with our Intermediate Unit

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Programming is in place in all areas
Services are being provided to meet the needs of our 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.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Exemplary

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Exemplary
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities *
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and

priorities *
Partner with local businesses, community organizations, and other agencies to meet the needs of the district *

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district *
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Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Elementary Achievement Scores	True
Career Benchmark	True
ELA growth and achievement	True
Embedded instruction and application of skills in practice	False
All English Language Learners have demonstrated growth on the WIDA assessment.	False
The identification as a Tier 2 LEA by the Bureau of Special Education (BSE). One contributing factor is the percentage of students assessed on the PASA-DLM, which stands at 2.6% for the 2023-24 school year	False
Differentiation and targeted support for groups of students with common needs	True
Career and Workforce Readiness initiatives	False
Maker spaces in each of the schools that provide hands on opportunities	False
Career and Workforce Readiness initiative K-12	True
Analysis of assessment data for providing targeted instruction	True
Differentiated Instruction and Grouping	False
Assessment data disaggregation is shared with both principals and instructional staff and instruction is expected to reflect an intentional response to the needs demonstrated	True
Programming is in place in all areas	False
Services are being provided to meet the needs of our students	False
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities *	False
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities *	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the district *	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District 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
ELA growth and achievement	False

Attendance	False
Attendance across grade levels	True
Consistent and increased attendance in all grade levels	False
Subgroup achievement and growth	True
The higher percentage of students receiving special education services. At 24.8%, this exceeds the statewide average of 20.1%	False
Ongoing alignment of rigor by all teachers is not in place	True
Remediation and intervention processes	False
Integration of skills and application outside of the scripted program	False
Ongoing training and professional development for staff in project-based learning	True
Attendance	False
ELA achievement and growth across grade levels.	False
Ensuring that the needs of students are being met consistently	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district *	False

Most Notable Observations/Patterns

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

As our team worked to develop our goals, we discussed at length, the importance of looking at the diversity of our student population with intention. We reflected on the need to maintain an open dialogue and look broadly at student performance, for both groups and the community as a whole. Ongoing efforts around standards-aligned and data-driven instruction have helped to ensure that student needs are being addressed. Differentiation and grouping have been targeted areas of professional development. Our stakeholder group also discussed the importance of post-secondary opportunities for all students. The development of the Career and Workforce Readiness initiative have resulted in the intentional structuring of student experiences that reflect the application of learned skills into a future-focussed mindset. Through this work, we will be able to further develop the competencies and success of all of our students, regardless of the direction they plan to take after high school

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Attendance across grade levels		True
Ongoing alignment of rigor by all teachers is not in place		True
Ongoing training and professional development for staff in project-based learning		False
Subgroup achievement and growth		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Elementary Achievement Scores	Buidlign upon the success of elementary students can provide for a future commitment to achievement
Career Benchmark	Concrete application of skills in practical experiences and activities
ELA growth and achievement	Basic success in literacy early on will provide the foundation for future growth
Differentiation and targeted support for groups of students with common needs	Meeting the needs of students leads to success
Career and Workforce Readiness initiative K-12	Post-secondary focus grounds our program in the goals we set for students
Analysis of assessment data for providing targeted instruction	Ongoing data literacy for staff and admiistrators
Assessment data disaggregation is shared wtih both principals and instructional staff and instruction is expected to reflect an intentional response to the needs demonstrated	Data analysis will continue to support targeted instruction for the growth and progress of all students
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities *	District goalls frame the vision and mission for our work and should drive our ongoing efforts, both human and fiscal
Partner with local businesses, community organizations, and other agencies to meet the needs of the district *	Continuing to connect wtih community stakeholders will increase both buy in and support for our experiential learning efforts and activities

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Attendance if of utmost importance, as it correlates to both academically and social-emotional success. It helps to build a strong foundation for learning, and engagement. This will allow student to have agency in their learning and drive their future goals.
	This will ensure that students are challenged to develop advanced skills and knowledge. This alignment is crucial to establishing and maintaining equity for all students with access and points of entry to high-level content and learning.

Goal Setting

Priority: Attendance is of utmost importance, as it correlates to both academically and social-emotional success. It helps to build a strong foundation for learning, and engagement. This will allow student to have agency in their learning and drive their future goals.

Outcome Category		
Career Standards Benchmark		
Measurable Goal Statement (Smart Goal)		
Highlands School District will increase student attendance rates by 10% across all schools by the end of the 2027-2028 academic year, in order to enhance access to career exploration opportunities such as job shadowing, internships, vocational site visits, and dual-enrollment programs. Attendance data will be reviewed monthly by school leadership teams, and targeted interventions will be implemented for students with chronic absenteeism. Progress will be shared quarterly with stakeholders to ensure accountability and continuous improvement.”		
Measurable Goal Nickname (35 Character Max)		
Improved Attendance		
Target Year 1	Target Year 2	Target Year 3
Establish Baseline & Early Intervention: Analyze attendance data to establish a district-wide baseline. Identify students at risk of chronic absenteeism. Develop school-based attendance incentive programs that support career exploration activities. Achieve a 3% increase in average daily attendance compared to the baseline year.	Expand Engagement & Support: Partner with local businesses and organizations to increase access to job shadowing and site visits. Work with staff on linking career readiness with student engagement. Achieve an additional 3% increase in attendance over the previous year (6% total improvement from baseline).	Highlands School District will increase student attendance rates by 10% across all schools by the end of the 2027-2028 academic year, in order to enhance access to career exploration opportunities such as job shadowing, internships, vocational site visits, and dual-enrollment programs. Attendance data will be reviewed monthly by school leadership teams, and targeted interventions will be implemented for students with chronic absenteeism. Progress will be shared quarterly with stakeholders to ensure accountability and continuous improvement.”

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
Highlands School District will prioritize the equitable allocation of instructional, and human resources to reduce disparities in academic achievement among student subgroups by 15% by the end of the 2026–2027 school year. Equity-focused planning will be guided by data on student needs, and resource impact and will be reviewed annually to ensure all students have access to high-quality instruction, support services, and learning opportunities		
Measurable Goal Nickname (35 Character Max)		
Equitable Instruction		
Target Year 1	Target Year 2	Target Year 3
Review Needs and Build	Implement Equity-Based Strategies: Refine	Highlands School District will prioritize the equitable allocation of

Infrastructure: Train all on equity-centered practices and decision-making.	implementation of targeted academic interventions. Track student access to rigorous coursework, technology, and opportunities. Reduce achievement gaps between subgroups by at least 7% compared to 2024–2025 data.	instructional, and human resources to reduce disparities in academic achievement among student subgroups by 15% by the end of the 2026–2027 school year. Equity-focused planning will be guided by data on student needs, and resource impact and will be reviewed annually to ensure all students have access to high-quality instruction, support services, and learning opportunities
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Outcome Category		
English Language Growth and Attainment		
Measurable Goal Statement (Smart Goal)		
By the end of the 2026–2027 school year, Highlands School District will increase ELA proficiency rates by 10% and improve student growth percentiles by across all K–12 grade levels, as measured by state assessments and local benchmark data.		
Measurable Goal Nickname (35 Character Max)		
ELA Achievement and Growth		
Target Year 1	Target Year 2	Target Year 3
Continue to build capacity: Continue professional development on evidence-based literacy instruction (Science of Reading, culturally responsive practices). Maintain progress monitoring -3x/year, K–8 and growth tracking in grades 9–12. Increase ELA proficiency rates by 4% and student growth percentiles by 5% over the 2024–2025 baseline.	Deepen Intervention and Support: Maintain summer and after-school literacy programs for students performing below grade level. Ensure access to diverse, standards-aligned literacy materials and digital tools. Increase ELA proficiency rates by an additional 4% and growth percentiles by 5% more compared to baseline.	By the end of the 2026–2027 school year, Highlands School District will increase ELA proficiency rates by 10% and improve student growth percentiles by across all K–12 grade levels, as measured by state assessments and local benchmark data.

Priority: This will ensure that students are challenged to develop advanced skills and knowledge. This alignment is crucial to establishing and maintaining equity for all students with access and points of entry to high-level content and learning.

Outcome Category		
Post-secondary transition to school, military, or work		
Measurable Goal Statement (Smart Goal)		
Highlands School District will increase the percentage of graduates who successfully transition into post-secondary career pathways—including college, career and technical education (CTE), military service, apprenticeships, and employment.		
Measurable Goal Nickname (35 Character Max)		
Pathways to post-secondary		
Target Year 1	Target Year 2	Target Year 3
Increased awareness: Develop a district-wide career readiness framework aligned with PA Career Education and Work Standards. Ensure 100% of students in grades	Expand Access to Pathways and Advising: Increase participation in dual enrollment, pre-apprenticeship, and CTE programs. Provide students grades 9–12	Highlands School District will increase the percentage of graduates who successfully transition into post-secondary career

7–12 complete a career interest inventory and individualized career plan. Launch career exploration events, CTE awareness programs, and employer engagement. Increase successful post-secondary transitions.	access to at least one work-based learning experience (e.g., job shadow, internship, or industry tour). Train school counselors and teachers in career pathway advising and data tracking.	pathways—including college, career and technical education (CTE), military service, apprenticeships, and employment.
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Action Plan

Measurable Goals

Improved Attendance	Equitable Instruction
ELA Achievement and Growth	Pathways to post-secondary

Action Plan For: MTSS

Measurable Goals:
<ul style="list-style-type: none"> Highlands School District will increase student attendance rates by 10% across all schools by the end of the 2027-2028 academic year, in order to enhance access to career exploration opportunities such as job shadowing, internships, vocational site visits, and dual-enrollment programs. Attendance data will be reviewed monthly by school leadership teams, and targeted interventions will be implemented for students with chronic absenteeism. Progress will be shared quarterly with stakeholders to ensure accountability and continuous improvement."

Action Step		Anticipated Start/Completion Date	
Establish/maintain weekly tracking system for attendance and communication		2025-06-30	2028-07-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Attendance Officer - Carmen Corna	Meeting times, administrative and secretarial follow up	No	No
Action Step		Anticipated Start/Completion Date	
Recognize students/classes with strong attendance monthly (certificates, shoutouts, raffles). Build positive student-teacher relationships through advisory or homeroom check-ins.		2025-06-30	2028-07-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principal	Incentives, acknowledgement system	No	No
Action Step		Anticipated Start/Completion Date	
Provide regular attendance updates to families and staff		2025-07-30	2028-07-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building MTSS Team/Principal(s)	None	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased attendance - to the statewide average or above	Monitoring will be done monthly at the school and district level and communicated to building and Central Office administration and families.

Action Plan For: Individualized Career and Academic Planning

Measurable Goals:

- Highlands School District will increase the percentage of graduates who successfully transition into post-secondary career pathways—including college, career and technical education (CTE), military service, apprenticeships, and employment.

Action Step		Anticipated Start/Completion Date	
Refine the process and structure for graduation planning for secondary students to include the inventory and RIASEC foundational information		2025-07-30	2018-07-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Workforce Readiness Coordinator	RIASEC and interest inventory materials K - 8	No	No
Action Step		Anticipated Start/Completion Date	
Train staff and administrators in the use the Smart Futures Career Plan Portfolio Tools		2025-08-30	2028-07-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Workforce Readiness Coordinator	Smart Futures Tools	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Highlands School District expects to see a significant improvement in post-secondary preparedness, demonstrated by: Higher rates of students graduating with a clear postsecondary plan aligned to career goals. Increased percentage of students earning college credits or industry-recognized credentials before graduation. Improved post-secondary enrollment rates, especially among underserved student populations. Greater student engagement and motivation due to relevant, real-world learning experiences.	Program monitoring will be done in real time through implementation audits and the gathering of both quantitative and qualitative data.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Individualized Career and Academic Planning	Train staff and administrators in the use the Smart Futures Career Plan Portfolio Tools

Smart Futures Training

Action Step		
• Train staff and administrators in the use the Smart Futures Career Plan Portfolio Tools		
Audience		
All professional staff		
Topics to be Included		
Activities, tools, badging, credentialing and portfolio planning		
Evidence of Learning		
Staff will complete and online survey in our Professional Development portal COMPLY		
Lead Person/Position	Anticipated Start	Anticipated Completion
Faith Foster	2025-08-22	2025-08-22

Learning Format

Type of Activities	Frequency
Inservice day	Initially presented and supported as needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Family outreach					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	District families	Attendance, performance	Attendance Officer- School Principal(s)	07/30/2025	07/01/2028
Communications					
Type of Communication			Frequency		
Letter			communication occurs at 3, 6 and 10 day intervals		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date