**Highlands Early Childhood Center**
Schoolwide Title 1 School Plan | 2024 - 2025

# Profile and Plan Essentials

|  |  |
| --- | --- |
| **School** | AUN/Branch |
| Highlands Early Childhood Center | 103024753 |
| **Address 1** |
| 1060 Atlantic Avenue |
| **Address 2** |
|  |
| **City** | **State** | **Zip Code** |
| Brackenridge | PA | 15014 |
| **Chief School Administrator** | **Chief School Administrator Email** |
| Monique Mawhinney | mmawhinney@goldenrams.com |
| **Principal Name** |
| Mrs. Kristie Gizienski |
| **Principal Email** |
| kgizienski@goldenrams.com |
| **Principal Phone Number** | **Principal Extension** |
| 724--226-2400 | 1605 |
| **School Improvement Facilitator Name** | **School Improvement Facilitator Email** |
| Cathy Russo | crusso@goldenrams.com |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Kristie Gizienski  | Principal  | HECC  | kgizienski@goldenrams.com  |
| Amy Lynch  | MTSS Facilitator  | HECC  | allynch@goldenrams.com  |
| Melodi Cochran  | Teacher  | HECC  | mcochran@goldenrams.com  |
| Cathy Russo  | District Level Leaders  | HSD  | crusso@goldenrams.com  |
| Mrs. Tia Marcy  | Parent  | HECC  | tiamarie0206@hotmail.com  |
| Bobbi Neese  | Community Member  | Community / School Board  | bneese@goldenrams.com  |
| Dr. Monique Mawhinney  | Chief School Administrator  | Highlands School District  | mmawhinneym@goldenrams.com  |
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# Vision for Learning

**Vision for Learning**

Highlands administration and school board directors established district goals for 4 years, themed "Re-Framing the Future". The ultimate goal is for every Highlands student to gain the knowledge and skills needed in order to be successful after high school graduation. Our students will be equipped with the necessary skills required to be successful in any chosen career path. To accomplish this, we will continue to utilize the Understanding by Design Framework for teaching in order to enhance the district’s curriculum, instruction and assessment. We plan to improve the Multi-Tiered Supports System (MTSS) Framework for students in grades K-8 who need remediation or enrichment in English, language arts and/or math. We will also utilize the MTSS Framework to provide additional supports for students experiencing emotional or behavioral difficulties. Principals will be instructional leaders, increasing their presence in the classrooms and providing the necessary resources and tools for our teachers. In turn, teachers will provide rigorous and meaningful instruction to our students.
Another significant goal for the Highlands School District this year is to increase student attendance. It is crucial that children attend school on a regular basis to receive the best education possible. If students do not come to school, then we can’t educate them, and they will not be able to learn to their potential. Parents and guardians are essential to helping us reach this goal.
Communication is the key to any successful relationship. To continue building the home/school relationship, we must communicate with one another. This is an expectation for all Highlands School District employees. Again this school year, the Superintendent will hold Superintendent Coffee Talks, the Superintendent’s Student Cabinets and the Superintendent’s Parent Cabinet. The Coffee Talks take place in every building each 9 weeks. Parents have the opportunity to have conversations with the Superintendent and school staff about the positive things happening in the building and things that may need reviewed. The Superintendent’s Student Cabinet meetings involve a core group of students from each building with a similar format. Finally, the Superintendent’s Parent Cabinet involve parent representatives from each building and discussions about district-wide issues and the good things happening across the district.
Fiscal responsibility remains a top priority while maintaining a focused decision making in the best interest of our students. Every decision takes in to account what is best for students,. The students are at the heart of everything we do in the district.

# Future Ready PA Index

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

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

## Review of the School Level Performance

### Strengths

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| Family engagement | Although we have increase the school and home connections, we want to partner with parents through community voice and opportunities to foster development and success of children |
| n/a | Because we are a Pre K and Kindergarten building, none of the academic or career readiness measures apply. |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| Regular Attendance--All students | Our regular attendance as indicated on the 2022-2023 Future Ready PA Index is 58.1% for all students which is significantly below the state goal of 94.1% |
|  |  |
|  |  |
|  |  |

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

### Strengths

|  |  |
| --- | --- |
| **Indicator**Acadience Reading**ESSA Student Subgroups**African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**82% of the Kindergarten students were at or above benchmark on the EOY Acadience Reading assessment for the 2023-2024 school year |
| **Indicator**Acadience Math**ESSA Student Subgroups**African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**85% of the Kindergarten students were at or above benchmark on the EOY Acadience Math assessment for the 2023-2024 school year |

### Challenges

|  |  |
| --- | --- |
| **Indicator**Regular Attendance**ESSA Student Subgroups**Multi-Racial (not Hispanic) | **Comments/Notable Observations**Our regular attendance rate as measured by the 2022-2023 Future Ready PA Index is 45.7% for 2 or more races. |
| **Indicator**Regular Attendance**ESSA Student Subgroups**Economically Disadvantaged | **Comments/Notable Observations**Our regular attendance rate as measured by the 2022-2023 Future Ready PA Index is 48.6% for economically disadvantaged students. |
| **Indicator**Regular Attendance**ESSA Student Subgroups**Students with Disabilities | **Comments/Notable Observations**Our regular attendance rate as measured by the 2022-2023 Future Ready PA Index is 54.8% for students with disabilities. |

## 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.

|  |
| --- |
| Reading Achievement |
| Math Achievement |

### 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.

|  |
| --- |
| Regular Attendance--2 or more races |
| Regular Attendance--Economically Disadvantaged Students |
| Regular Attendance--Students with Disabilities |
| Regular Attendance--all students |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Acadience/Dibels Reading Composite Score | The number of students at or above benchmark in Reading went from 58% at the beginning of the year to 82% at the end of the year |

## English Language Arts Summary

### Strengths

|  |
| --- |
| Acadience/Dibels Reading Composite Score showed that the number of students at or above benchmark increased from 58% at the beginning of the year to 82% by the end of the year. |
| The Acadience/Dibels Reading Composite Score showed that the number of students needing intensive support decreased from 24% to 11% from the beginning of the year to the end of the year. |

### Challenges

|  |
| --- |
| Almost one fourth of our Kindergarten students were classified as in need of Intensive Support as measured by the Acadience Reading assessment at the beginning of the year. |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Acadience Math assessment | The number of students at or above benchmark went from 56% at the beginning of the year to 85% at the end of the year |

## Mathematics Summary

### Strengths

|  |
| --- |
| On the Acadience/Dibels Math assessment, the percentage of Kindergarten students at or above benchmark increased from 56% at the beginning of the year to 85% at the end of the year. |

### Challenges

|  |
| --- |
| On the Acadience/Dibels Math assessment, 25% of the Kindergarten students needed intensive support at the beginning of the year. At the end of the year, that number decreased to only 6%. However, 15% of our student population remained below benchmark. |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| We do not have any data on Science, Technology and Engineering Education | Due to servicing only Pre-K and Kindergarten students |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| n/a |

### Challenges

|  |
| --- |
| n/a |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| n/a | Because we are a Pre K and Kindergarten building, we do not have any data on Career Readiness to report. |

## 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.

|  |
| --- |
| n/a |

### 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.

|  |
| --- |
| n/a |

# 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 |
| Regular Attendance--Students with disabilities | Our regular attendance rate as measured by the 2022-2023 Future Ready PA Index is 54.8% for students with disabilities. This is significantly below the 94.1% threshold for regular attendance. |
|  |  |
|  |  |

## Students Considered Economically Disadvantaged

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| Regular Attendance--Economically Disadvantaged Students | Our regular attendance rate as measured by the 2022-2023 Future Ready PA Index is 48.6% for economically disadvantaged students. This is significantly below the 94.1% threshold for regular attendance. |
|  |  |
|  |  |

## 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.

|  |
| --- |
| Leadership is committed to supporting increases for all student groups in achievement, growth and attendance. |
| Teachers and support staff communicate regularly with families and create plans to remove barriers that prevent students from attending school. |
| Attendance is monitored by teachers, administration, and staff providing support to families as well as incentives around attendance. |
|  |
|  |

### 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.

|  |
| --- |
| Regular attendance for all students, economically disadvantaged students and students with disabilities is well below the 94.1% threshold for regular attendance. |
|  |
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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 | Operational |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Emerging |
| 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 | Operational |
| 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 | Emerging |

## Provide Student-Centered Support Systems

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

## 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 | Emerging |

## Summary

### Strengths

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

|  |
| --- |
| Identify and address individual students' learning needs |
| Use multiple professional learning designs to support the learning needs of staff |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports |

### Challenges

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

|  |
| --- |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based \* |
| Improve and increase the implementation of strategies to engage families and the community in the positive aspects of regular attendance and the ongoing support of learning. |

# 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 |
| Math Achievement | False |
| Reading Achievement | False |
| Acadience/Dibels Reading Composite Score showed that the number of students at or above benchmark increased from 58% at the beginning of the year to 82% by the end of the year. | True |
| The Acadience/Dibels Reading Composite Score showed that the number of students needing intensive support decreased from 24% to 11% from the beginning of the year to the end of the year. | True |
| Leadership is committed to supporting increases for all student groups in achievement, growth and attendance. | True |
| On the Acadience/Dibels Math assessment, the percentage of Kindergarten students at or above benchmark increased from 56% at the beginning of the year to 85% at the end of the year. | True |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports  | True |
| n/a | False |
| n/a | False |
| Identify and address individual students' learning needs | True |
| Use multiple professional learning designs to support the learning needs of staff  | True |
| Teachers and support staff communicate regularly with families and create plans to remove barriers that prevent students from attending school. | True |
| Attendance is monitored by teachers, administration, and staff providing support to families as well as incentives around attendance. | 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 |
| Regular Attendance--Students with Disabilities | True |
| Regular Attendance--all students | True |
| Regular Attendance--2 or more races | True |
| Regular Attendance--Economically Disadvantaged Students | True |
| n/a | False |
| n/a | False |
| Almost one fourth of our Kindergarten students were classified as in need of Intensive Support as measured by the Acadience Reading assessment at the beginning of the year. | False |
| On the Acadience/Dibels Math assessment, 25% of the Kindergarten students needed intensive support at the beginning of the year. At the end of the year, that number decreased to only 6%. However, 15% of our student population remained below benchmark. | False |
| Regular attendance for all students, economically disadvantaged students and students with disabilities is well below the 94.1% threshold for regular attendance. | True |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based \* | False |
| Improve and increase the implementation of strategies to engage families and the community in the positive aspects of regular attendance and the ongoing support of learning. | 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.

Continue to partner with families to ensure achievement and growth through the importance of regular attendance.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| Regular Attendance--Students with Disabilities |  | False |
| Regular Attendance--all students | How to incentivize the importance of regular attendance and remove barriers | True |
| Regular Attendance--2 or more races |  | False |
| Regular Attendance--Economically Disadvantaged Students |  | False |
| Improve and increase the implementation of strategies to engage families and the community in the positive aspects of regular attendance and the ongoing support of learning. | What can be done to ensure a proactive and positive impact on family engagement? | True |
| Regular attendance for all students, economically disadvantaged students and students with disabilities is well below the 94.1% threshold for regular attendance. |  | False |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| Acadience/Dibels Reading Composite Score showed that the number of students at or above benchmark increased from 58% at the beginning of the year to 82% by the end of the year. |  |
| The Acadience/Dibels Reading Composite Score showed that the number of students needing intensive support decreased from 24% to 11% from the beginning of the year to the end of the year. |  |
| Leadership is committed to supporting increases for all student groups in achievement, growth and attendance. |  |
| Teachers and support staff communicate regularly with families and create plans to remove barriers that prevent students from attending school. |  |
| Identify and address individual students' learning needs |  |
| Use multiple professional learning designs to support the learning needs of staff |  |
| On the Acadience/Dibels Math assessment, the percentage of Kindergarten students at or above benchmark increased from 56% at the beginning of the year to 85% at the end of the year. |  |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports |  |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | Making connections with students and families, providing incentives and recognition for regular attendance and creating plans to help families remove barriers will increase student attendance. |
|  | Setting expectations for student and family engagement in the learning process will be a focus of ongoing student, staff, parent and community communication. Regular attendance will be a priority area of this dialogue. |

# Goal Setting

## Priority: Making connections with students and families, providing incentives and recognition for regular attendance and creating plans to help families remove barriers will increase student attendance.

|  |
| --- |
| **Outcome Category** |
| Parent and family engagement  |
| **Measurable Goal Statement (Smart Goal)** |
| Parent engagement opportunities will increase by 10% |
| **Measurable Goal Nickname (35 Character Max)** |
| Parent Engagement |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Events increase by 3% | Events increase by 5% | Events increase by 7% | Events increase by 10% |

## Priority: Setting expectations for student and family engagement in the learning process will be a focus of ongoing student, staff, parent and community communication. Regular attendance will be a priority area of this dialogue.

|  |
| --- |
| **Outcome Category** |
| Regular Attendance  |
| **Measurable Goal Statement (Smart Goal)** |
| By the end of the 2024-2025 school year, the regular attendance rate for all students, including students with disabilities, 2 or more races and economically disadvantaged students, will increase by 8%. |
| **Measurable Goal Nickname (35 Character Max)** |
| Regular Attendance |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Attendance increase by 2% | Attendance increase by 4% | Attendance increase by 6% | Attendance increase by 8% |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| Regular Attendance | Parent Engagement |

## Action Plan For: Provide family and student engagement thus increasing school attendance

|  |
| --- |
| **Measurable Goals:** |
| * By the end of the 2024-2025 school year, the regular attendance rate for all students, including students with disabilities, 2 or more races and economically disadvantaged students, will increase by 8%.
* Parent engagement opportunities will increase by 10%
 |

|  |  |
| --- | --- |
| **Action Step** | **Anticipated Start/Completion Date** |
| Teacher student relationships built | 2024-08-27 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers, school counselor, MTSS Facilitator | SEL Curriculum, PBIS framework | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| SAIP Letters and Attendance action plans formulated with families to remove barriers | 2024-08-27 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Attendance Officer, Principal, Secretary, families, Student Service Coordinator | SAIP forms, documentation of communication log, Revisions to IEP as necessary | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Small group sessions with chronically absent students | 2024-08-27 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| School Counselor, Student Service Coordinator, MTSS Facilitator | Time, SEL curriculum, family resources, staff to add layers of interventions and supports | Yes  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Increase opportunities to involve parents in decision-making and voice within the school community | 2024-08-27 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| School community | Funds for events | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Provide PBIS incentives, supports and interventions at all three tiers while providing faculty and staff continued intervention | 2024-08-27 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Michele Pacek, PBIS Coach
Staff and faculty | PBIS Incentives and family engagement opportunities | Yes  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Provide high quality instruction increasing engagement through a variety of opportunities and experiences | 2024-08-27 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | CWR teams and experiences, technology resources, Camp Creativity | Yes  |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Increase of attendance through family connections and removal of barriers | Principal, attendance officer, secretary-weekly monitoring / sessions |

# 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  | * Provide family and student engagement thus increasing school attendance
 | Renaissance | 6192.50 |
| Instruction  | * Provide family and student engagement thus increasing school attendance
 | ABCya, Fluency and Fitness, Starfall | 2000.00 |
| Instruction  | * Provide family and student engagement thus increasing school attendance
 | Camp Creativity | 18000.00 |
| Other Expenditures  | * Provide family and student engagement thus increasing school attendance
 | PBIS Supplies | 2000.00 |
| Other Expenditures  | * Provide family and student engagement thus increasing school attendance
 | Family Engagement | 5000.00 |
| Instruction  | * Provide family and student engagement thus increasing school attendance
 | MTSS Supplies | 2000.00 |
| Instruction  | * Provide family and student engagement thus increasing school attendance
 | CWR Supplies | 2000.00 |
| Instruction  | * Provide family and student engagement thus increasing school attendance
 | Technology supplies | 6000.00 |
| Other Expenditures  | * Provide family and student engagement thus increasing school attendance
 | Salaries (Welter / Lynch) | 176250.00 |
| Other Expenditures  | * Provide family and student engagement thus increasing school attendance
 | Benefits (welter / Lynch) | 40557.50 |
| Total Expenditures | 260000 |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| Provide family and student engagement thus increasing school attendance | Small group sessions with chronically absent students |
| Provide family and student engagement thus increasing school attendance | Provide PBIS incentives, supports and interventions at all three tiers while providing faculty and staff continued intervention |
| Provide family and student engagement thus increasing school attendance | Provide high quality instruction increasing engagement through a variety of opportunities and experiences |

## PBIS and MTSS Frameworks to support children and families

|  |
| --- |
| **Action Step** |
| * Provide PBIS incentives, supports and interventions at all three tiers while providing faculty and staff continued intervention
 |
| **Audience** |
| Students and families |
| **Topics to be Included** |
| Providing opportunities for success for all children and families through monitoring tiers of interventions through PBIS and MTSS |
| **Evidence of Learning** |
| Fidelity at all levels of support |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| MTSS Facilitator, Student Services Coordinator, Building Principal, teachers, Behavior Specialist, School Counselor | 2024-08-27 | 2025-06-06 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models)  | Monthly |
| **Observation and Practice Framework Met in this Plan** |
|  |
| **This Step Meets the Requirements of State Required Trainings** |
| Teaching Diverse Learners in Inclusive Settings  |

# Approvals & Signatures

|  |
| --- |
| **Uploaded Files** |
|  |

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
| Dr. Monique Mawhinney | 2025-02-17 |
| **Building Principal Signature** | **Date** |
| Kristie Gizienski | 2024-12-22 |
| **School Improvement Facilitator Signature** | **Date** |
| Catherine M. Russo | 2024-12-23 |