

**Highlands El Sch**

TSI Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Highlands Elementary School		103024753
<b>Address 1</b>		
101 East 9th Avenue		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Tarentum	PA	15084
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Monique Mawhinney		mmawhinney@goldenrams.com
<b>Principal Name</b>		
Dr. Stanley Whiteman		
<b>Principal Email</b>		
swhiteman@goldenrams.com		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
724-224-0300		314
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Dr. Cathleen Cubelic		ccubelic@goldenrams.com

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Cathleen Cubelic	Assistant Superintendent	Highlands	ccubelic@goldenrams.com
Dr. Stanley Whiteman	Principal	Highlands Elementary	swhiteman@goldenrams.com
Kristi Skradski	Counselor	Highlands	kskradski@goldenrams.com
Patricia Meldon	Teacher	Highlands Elementary	pmeldon@goldenrams.com
Ami Zylinski	Special Education Teacher/Community Member	Highlands Elementary	azylinski@goldenrams.com
Cathy Russo	District Level Leaders	Highlands School District	crusso@goldenrams.com
Marnie Kosmal	Community Member	Natrona Heights	mkosmal@gmail.com
Amber Dean	District Level Leaders	Highlands School District	adean@goldenrams.com
Sarah Kumar	Other	Highlands Elementary	skumar@goldenrams.com
Angela Boyer	Parent	Highlands Elementary	aboyer@goldenrams.com
Brittany Kilgore	Parent	PTO	BKILGOREPTO@GMAIL.COM

## Vision for Learning

### Vision for Learning

Highlands' administration and school board directors established district goals for the next 5 years, themed "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 Elementary School this year is to increase performance on the PSSA by all students, specifically the sub-group of students with disabilities. Parents and guardians are essential components to helping us reach this goal. Attendance in school is vitally important for the success of our students. 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.

<b>False K</b>	<b>True 1</b>	<b>True 2</b>	<b>True 3</b>	<b>True 4</b>	<b>False 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
Balanced Literacy and Math Templates	Teachers will be designing and delivering instruction in an integrated block approach.
MTSS Framework	Revisions to the MTSS processes and protocols will be implemented with fidelity in all classrooms.
4th Grade PSSA Achievement	Increase of 5% proficient/advanced
Committed leadership	The building has a strong and committed leadership team.
Positive Behavior Interventions and Supports	An intentional restructuring has put in place processes and protocols to maximize the instructional approach and supports to enable all students to succeed.

### Challenges

Indicator	Comments/Notable Observations
Regular Attendance	Regular attendance for the All Student Group, and all associated sub-groups, including those characterized by 2 or more races, are well below the state average.
Low Academic Achievement	Achievement in the areas of English language arts, math are well below the statewide average.
Academic Growth Expectations	Academic growth in the areas of English language arts, math and science, including those characterized by 2 or more races, are well below the statewide average.

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

### Strengths

Indicator	Comments/Notable Observations
4th Grade Math Achievement <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander,	Increased achievement over previous year for students overall in 4th grade.

Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	
<b>Indicator</b> ESSA Student Subgroups	<b>Comments/Notable Observations</b>
<b>Indicator</b> ESSA Student Subgroups	<b>Comments/Notable Observations</b>
<b>Indicator</b> Average daily attendance <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> For the 2023-24 school year, our average daily attendance was 90.6%.

### Challenges

<b>Indicator</b> ELA Achievement <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> Achievement of students with disabilities subgroup was below the state average.
<b>Indicator</b> Attendance <b>ESSA Student Subgroups</b> African-American/Black, Multi-Racial (not Hispanic), Economically Disadvantaged	<b>Comments/Notable Observations</b> The regular attendance for Highlands Elementary School is below the state average with 70.2%
<b>Indicator</b> Math Achievement <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> Achievement of students with disabilities subgroup was below the state average.

### 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.

Committed leadership
Increased Achievement in Math
Positive Behavior Interventions and Supports
MTSS Framework

## 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
Low Academic Achievement in ELA
Low Academic Achievement in Math

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
2023-24 PSSA	Building average of 40.36% proficient/advanced
2024-25 SY STAR Benchmark Data	Building average of 56% at or above benchmark on STAR

### English Language Arts Summary

#### Strengths

Committed Leadership is necessary to the development of an Action Plan for improving student achievement
Structured processes for the design and delivery of quality instruction.
Comprehensive protocol for the schoolwide positive behavior interventions and supports

#### Challenges

Regular attendance
MTSS Interventions to support learners at all levels.

### Mathematics

Data	Comments/Notable Observations
2023-24 PSSA	Building average of 41.45% proficient/advanced
2024-25 SY	Building average of 48% at or above benchmark

### Mathematics Summary

#### Strengths

Committed Leadership is necessary to the development of an Action Plan for improving student achievement
Structured processes for the design and delivery of quality instruction.
Comprehensive protocol for the schoolwide positive behavior interventions and supports

#### Challenges

Regular attendance
Balanced Literacy and Math templates aligned to the rigor and expectation of the PA Core Standards
MTSS Interventions to support learners at all levels.

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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2023-24 PSSA	Building wide average of 68.3% proficient/advanced.
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Science, Technology, and Engineering Education Summary

Strengths

Committed Leadership is necessary to the development of an Action Plan for improving student achievement
Structured processes for the design and delivery of quality instruction.
Comprehensive protocol for the schoolwide positive behavior interventions and supports

Challenges

Regular attendance
Balanced Literacy and Math templates aligned to the rigor and expectation of the PA Core Standards
MTSS Interventions to support learners at all levels.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Readiness Indicators	Artifacts are collected by grade-level in grades 1 -4 for inclusion in the reporting process in grade 5
Career and Work Standards	Standards are part of explicit instruction at each grade level

### 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.

Committed and stable leadership
Structures for the implementation of MTSS with adequate staffing
PBIS structure for managing established expectations for schoolwide interventions and supports

## 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.

Fidelity of implementation for MTSS and PBIS systems is lacking
Expectations for academic achievement and growth are inconsistent
Regular attendance is lacking at the elementary level and across the district

## 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
2022-23 PSSA	Students with disabilities are performing below the state average in ELA and math.

### Students Considered Economically Disadvantaged

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

### 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

**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.

Achievement for the subgroup of students with disabilities is lower than the all student group in ELA and math

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

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

### Empower Leadership

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

Employ various methods for providing professional learning to staff
Identify professional learning needs through analysis of data
Use multiple professional learning designs to support the learning needs of staff

### 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?

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
Through the continued implementation of the Ubd framework and Differentiated Instruction strategies, incorporate a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

## 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
Increased Achievement in Math	True
Committed leadership	True
Committed Leadership is necessary to the development of an Action Plan for improving student achievement	True
Structured processes for the design and delivery of quality instruction.	True
Positive Behavior Interventions and Supports	True
MTSS Framework	True
Comprehensive protocol for the schoolwide positive behavior interventions and supports	True
Committed Leadership is necessary to the development of an Action Plan for improving student achievement	True
Structured processes for the design and delivery of quality instruction.	True
Committed Leadership is necessary to the development of an Action Plan for improving student achievement	True
Structured processes for the design and delivery of quality instruction.	True
Comprehensive protocol for the schoolwide positive behavior interventions and supports	True
Identify professional learning needs through analysis of data	True
Use multiple professional learning designs to support the learning needs of staff	True
Comprehensive protocol for the schoolwide positive behavior interventions and supports	True
Committed and stable leadership	True
Structures for the implementation of MTSS with adequate staffing	True
PBIS structure for managing established expectations for schoolwide interventions and supports	True
Leadership is committed to supporting increases for all student groups in achievement, growth and attendance	True
Employ various methods for providing professional learning to staff	True

### 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	True
Low Academic Achievement in ELA	False



Regular attendance	True
MTSS Interventions to support learners at all levels.	True
Regular attendance	True
Balanced Literacy and Math templates aligned to the rigor and expectation of the PA Core Standards	True
MTSS Interventions to support learners at all levels.	True
Regular attendance	True
Fidelity of implementation for MTSS and PBIS systems is lacking	True
Expectations for academic achievement and growth are inconsistent	True
Low Academic Achievement in Math	False
Low Academic Achievement in Math	False
Balanced Literacy and Math templates aligned to the rigor and expectation of the PA Core Standards	True
MTSS Interventions to support learners at all levels.	True
Regular attendance is lacking at the elementary level and across the district	True
Achievement for the subgroup of students with disabilities is lower than the all student group in ELA and math	True
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
Through the continued implementation of the Ubd framework and Differentiated Instruction strategies, incorporate a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	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.

In reviewing our strengths and needs it was evident that we have significant challenges. Our areas of strength are limited, although we feel strongly that the areas of challenge are related and will improve collectively through our efforts.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Regular Attendance	Regular attendance has improved during the 23-24 school year. Our goal is to improve regular attendance to 78% in the 24-25 school year.	True
Regular attendance		False
Balanced Literacy and Math templates aligned to the rigor and expectation of the PA Core Standards		False
MTSS Interventions to support learners at all levels.		False
Fidelity of implementation for MTSS and PBIS systems is lacking		False
Expectations for academic achievement and growth are inconsistent	Continued progress in academic achievement in ELA, math and science will be a focus.	True
Regular attendance is lacking at the elementary level and across the district		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		False
Through the continued implementation of the Ubd framework and Differentiated Instruction strategies, incorporate a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices		False
Regular attendance		False
MTSS Interventions to support learners at all levels.		False
Achievement for the subgroup of students with disabilities is lower than the all student group in ELA and math		False
Regular attendance		False
Balanced Literacy and Math templates aligned to the rigor and expectation of the PA Core Standards		False
MTSS Interventions to support learners at all levels.		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Committed Leadership is necessary to the development of an Action Plan for improving student achievement	
Structured processes for the design and delivery of quality instruction.	The district adopted a balanced literacy plan template to address the integration of literacy components for grades 1 - 4.
Comprehensive protocol for the schoolwide positive behavior	

interventions and supports	
Leadership is committed to supporting increases for all student groups in achievement, growth and attendance	
Committed Leadership is necessary to the development of an Action Plan for improving student achievement	
Structured processes for the design and delivery of quality instruction.	
Comprehensive protocol for the schoolwide positive behavior interventions and supports	
Increased Achievement in Math	
Committed leadership	Building and district level leadership share a consistent vision and belief system around improvement planning.
Positive Behavior Interventions and Supports	Targeted professional development is to be provided to the building PBIS team by the Allegheny Intermediate Unit.
MTSS Framework	District resources and schedule for servicing students needing tier II and II interventions have been revised to address the programmatic fidelity.
Identify professional learning needs through analysis of data	
Use multiple professional learning designs to support the learning needs of staff	
Committed Leadership is necessary to the development of an Action Plan for improving student achievement	
Structured processes for the design and delivery of quality instruction.	
Comprehensive protocol for the schoolwide positive behavior interventions and supports	
Committed and stable leadership	
Structures for the implementation of MTSS with adequate staffing	
PBIS structure for managing established expectations for schoolwide interventions and supports	
Employ various methods for providing professional learning to staff	Diversity awareness and cultural sensitivity training is planned for inclusion in district professional development.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	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.
	While there is growth in both ELA, math and science at the the specific grade level, cohort growth needs to improve.



## Goal Setting

Priority: While there is growth in both ELA, math and science at the the specific grade level, cohort growth needs to improve.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the 2024-25 school year, students in grades 3 and 4 will achieve 70% proficient/advanced students on the STAR Benchmark in math.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math Achievement on STAR			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
55% proficient/advanced	60% proficient/advanced	65% proficient/advanced	70% proficient/advanced

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the 2024-25 school year, students in grades 3 and 4 will achieve 70% proficient/advanced students on the STAR Benchmark in ELA.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA Achievement on STAR			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
55% proficient/advanced	60% proficient/advanced	65% proficient/advanced	70% proficient/advanced

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.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the 2024-25 SY, the Highlands Elementary School will improve its regular attendance to 78%.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Regular attendance			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
78% regular attendance	78% regular attendance	78% regular attendance	78% regular attendance



## Action Plan

### Measurable Goals

Math Achievement on STAR	Regular attendance
ELA Achievement on STAR	

### Action Plan For: MTSS

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 2024-25 school year, students in grades 3 and 4 will achieve 70% proficient/advanced students on the STAR Benchmark in math.</li> </ul>

Action Step		Anticipated Start/Completion Date	
During the 2024-25 school year, all students will participate in 20 minutes of MTSS instruction based upon their instructional level.		2024-08-27	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom teacher/MTSS facilitators	Acadience, Renaissance, small group technology supplies, professional development for teachers on standards based grading, using data to plan differentiated instruction and building conceptual knowledge in math	Yes	
Action Step		Anticipated Start/Completion Date	
Students who are below benchmark at the end of the year will be encouraged to attend Camp Creativity during the summer for remediation and acceleration of math concepts/skills.		2025-06-16	2025-07-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Cathy Russo Mrs. Sarah Kumar	Camp Creativity salaries for teachers, supplies, parent engagement supplies	No	
Action Step		Anticipated Start/Completion Date	
Teachers will connect academic content to the CEW standards and the World of Work framework. Through exposure and exploration of careers, student engagement will increase.		2024-10-02	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mrs. Faith Foster Mrs. Sarah Kumar	Career and Workforce readiness supplies, professional development for teachers on World of Work and RIASEC	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the end of the 2024-25 school year, at least 70% of students will score	Monthly data meetings, all grade levels, MTSS facilitators, building

proficient/advanced on STAR.	leadership
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### Action Plan For: MTSS

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 2024-25 school year, students in grades 3 and 4 will achieve 70% proficient/advanced students on the STAR Benchmark in ELA.</li> </ul>

Action Step		Anticipated Start/Completion Date	
During the 2024-25 school year, all students will participate in 30 minutes of MTSS instruction based upon their instructional level.		2024-08-27	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom teacher/MTSS facilitators	Acadience, Renaissance, small group technology supplies, professional development on standards based grading, using data to plan differentiated instruction	Yes	
Action Step		Anticipated Start/Completion Date	
Students who are below benchmark at the end of the year will be invited to attend Camp Creativity during the summer for remediation of ELA foundational skills, reading and comprehension skills and writing skills.		2025-06-16	2025-07-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Cathy Russo Mrs. Sarah Kumar	Camp Creativity salaries, supplies, parent engagement supplies	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the end of the 2024-25 school year, at least 60% of students will score proficient/advanced on STAR.	Monthly data meetings, all grade levels, MTSS facilitators, building leadership

### Action Plan For: Regular Attendance

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 2024-25 SY, the Highlands Elementary School will improve its regular attendance to 78%.</li> </ul>

Action Step	Anticipated Start/Completion Date	
Each day, homeroom teachers will use their daily attendance tracking boards outside of their classrooms to document daily	2024-08-21	2025-06-06



attendance.			
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Dr. Whiteman, Mrs. Kumar	Attendance Boards, Resources for families, safe and welcoming school materials, pbis incentives, parent engagement supplies, school culture supplies (Be te Kind Kid tshirts)	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Average daily and regular attendance will improve each month of the 2024-25 school year.	Teachers will monitor daily and monthly attendance, communicate with families about the importance of attendance at school through phone conversations, open house, back to school night

## 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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"><li>• MTSS</li><li>• MTSS</li></ul>	Salaries and benefits for MTSS	473283.65
Instruction	<ul style="list-style-type: none"><li>• MTSS</li><li>• MTSS</li></ul>	Renaissance	35200.10
Instruction	<ul style="list-style-type: none"><li>• MTSS</li><li>• MTSS</li></ul>	Camp Creativity	60000
Instruction	<ul style="list-style-type: none"><li>• MTSS</li></ul>	Acadience	4080
Instruction	<ul style="list-style-type: none"><li>• MTSS</li></ul>	Small group technology supplies	20000
Instruction	<ul style="list-style-type: none"><li>• MTSS</li></ul>	PBIS incentives	15000
Instruction	<ul style="list-style-type: none"><li>• Regular Attendance</li></ul>	Resources to improve student attendance and create a safe and welcoming environment	20000
Instruction	<ul style="list-style-type: none"><li>• MTSS</li></ul>	MTSS interventions/supplies	6084.23
Instruction	<ul style="list-style-type: none"><li>• MTSS</li></ul>	Camp Creativity supplies	5000

	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Regular Attendance</li> </ul>		
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• MTSS</li> <li>• Regular Attendance</li> </ul>	Career and Workforce supplies	5000
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• MTSS</li> <li>• Regular Attendance</li> </ul>	School Culture Supplies	18709.02
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• MTSS</li> <li>• Regular Attendance</li> </ul>	Parent/Family Engagement	10000
Other Expenditures	<ul style="list-style-type: none"> <li>• Regular Attendance</li> </ul>	Attendance matters resources for families	1000
Instruction	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• MTSS</li> <li>• Regular Attendance</li> </ul>	Professional Development on standards based grading, using data to plan for differentiated instruction, and building conceptual knowledge and thinking routines in mathematics	44877
Total Expenditures			718234

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS	During the 2024-25 school year, all students will participate in 20 minutes of MTSS instruction based upon their instructional level.
MTSS	Teachers will connect academic content to the CEW standards and the World of Work framework. Through exposure and exploration of careers, student engagement will increase.
MTSS	During the 2024-25 school year, all students will participate in 30 minutes of MTSS instruction based upon their instructional level.

### MTSS PD for ELA

Action Step		
<ul style="list-style-type: none"> <li>During the 2024-25 school year, all students will participate in 30 minutes of MTSS instruction based upon their instructional level.</li> </ul>		
Audience		
Classroom teachers		
Topics to be Included		
Using data to plan differentiated instruction, standards based grading		
Evidence of Learning		
Comply feedback, lesson plans, common assessment data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Russo Mrs. Kumar	2024-09-09	2025-06-06

### Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

### MTSS PD for MATH

Action Step
<ul style="list-style-type: none"> <li>During the 2024-25 school year, all students will participate in 20 minutes of MTSS instruction based upon their instructional level.</li> </ul>
Audience
Classroom teachers, MTSS facilitators
Topics to be Included

Using data to plan differentiated instruction, standards based grading, World of Work (RIASEC)		
<b>Evidence of Learning</b>		
Comply, lesson plans, common assessment data		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Dr. Russo Mrs. Kumar Mrs. Foster	2024-09-09	2025-06-06

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none"><li>VOTING MEETING-08-19-2024.pdf</li><li>HESTSIPlanBoardAffirmationStatement8-24.pdf</li></ul>

<b>Chief School Administrator</b>	<b>Date</b>
Dr. Monique Mawhinney	2025-02-25
<b>Building Principal Signature</b>	<b>Date</b>
Stanley Whiteman	2025-02-25
<b>School Improvement Facilitator Signature</b>	<b>Date</b>