Profile and Plan Essentials

School		AUN/Branch
Highland Elementary School		127040703/0661
Address 1		
1101 Highland Ave		
Address 2		
City	**State**	**Zip Code**
Ambridge	PA	15003
Chief School Administrator		**Chief School Administrator Email**
Dr. Joseph Pasquerilla		jpasquerilla@ambridge.k12.pa.us
Principal Name		
Stephanie Hull		
Principal Email		
stephanie.hull@ambridge.k12.pa.us		
Principal Phone Number		**Principal Extension**
(724) 266-2833		7202
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Amy Filipowski		afilipowski@ambridge.k12.pa.us

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Stephanie Hull	Principal	Highland Elementary School	stephanie.hull@ambridge.k12.pa.us
Mr. Barry King	Assistant to the Superintendent	Ambridge Area School Distrct	bking@ambridge.k12.pa.us
Brandie Skonieczny	Teacher	Highland Elementary School	bskonieczny@ambridge.k12.pa.us
Greta Bible	Teacher	Highland Elementary School	gbible@ambridge.k12.pa.us
Adrianna Cephas	Parent	Highland Elementary School	adriannacephas@gmail.com
Jessica MacMiller	Parent	Highland Elementary School	jrruskin@gmail.com
Cathy Jo Samarco	Parent	Highland Elementary School	csamarco21@gmail.com
Dr. Joseph Pasquerilla	Chief School Administrator	Ambridge Area School District	jpasquerilla@ambridge.k12.pa.us
Mrs. Cathy Fischer	Board Member	Ambridge Area School District	cfischer@ambridge.k12.pa.us
Dr. Amy Filipowski	Other	Ambridge Area School District	afilipowski@ambridge.k12.pa.us

Vision for Learning

Vision for Learning

It is our mission to ensure that all students receive the supports they need to find educational success. We believe in differentiating lessons so that all students receive instruction that provides them with an appropriate challenge. We work to collaborate with families to remove all barriers to student learning. Should you have any questions or concerns, please reach out to me or your child's teacher. We look forward to working with you to ensure that all children have a positive educational experience. We will provide high quality instruction and high quality professional development for staff to facilitate selected curriculum.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Mathematics/Algebra: All Student Groups Meet the Standard Demonstrating Growth	Highland Elementary exceeded the statewide average growth score in mathematics with a math academic growth score of 82%
Career Standards Benchmark: All Student Group Exceeds Performance Standard	100% of Highland Elementary students completed the career exploration activities required by the end of 5th grade.
ELA: All Student Groups Meet the Standard Demonstrating Growth	Highland Elementary exceeded the statewide average growth score in ELA with an academic growth score of 100%.
Science/Biology: All Student Groups Meet the Standard Demonstrating Growth	Highland Elementary exceeded the statewide average growth score in science with an academic growth score of 82%.

Challenges

Indicator	Comments/Notable Observations
Regular Attendance: All Student Group Did Not Meet Performance Standard	Only 69.1% of Highland students attended school regularly, compared to the Statewide performance standard of 94.1%. We acknowledge the importance of attendance in student academic success.
English Language Arts/Literature: Students did not meet the Statewide 2030 goal.	All student groups showed improvement, however, did not meet the state goal of 71.8% with only 12.9% of students scoring proficient or advanced in ELA.
Science/Biology: All Student Group Did Not Meet Interim Goal/Improvement Target	All student groups showed improvement, however, did not meet the state goal of 83% with only 54.5% of students scoring proficient or advanced in ELA
Mathematics/Algebra: All Student Group Did Not Meet Interim Goal/Improvement Target	All student groups showed improvement, however, did not meet the state goal of 81.1% with only 27.5% of students scoring proficient or advanced in Math.

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

Strengths

Indicator Mathematics/Algebra: All Student Groups Meet the Standard Demonstrating Growth **ESSA Student Subgroups**	**Comments/Notable Observations**

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	Highland Elementary exceeded the statewide average growth score in mathematics with a math academic growth score of 82%
Indicator Science/Biology: All Student Groups Meet the Standard Demonstrating Growth **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** Highland Elementary exceeded the statewide average growth score in science with an academic growth score of 82%.
Indicator Career Standards Benchmark: All Student Group Exceeds Performance Standard **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** 100% of Highland Elementary students completed the career exploration activities required by the end of 5th grade.

Challenges

Indicator Regular Attendance **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** 48.8% of students in this subgroup attend school regularly. To meet their goals, it is essential for students to be present in school.
Indicator Regular Attendance **ESSA Student Subgroups** White	**Comments/Notable Observations** 79.9% of students in this subgroup attend school regularly. To meet their goals, it is essential for students to be present in school.
Indicator Regular Attendance **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** 63.8% of this subgroup attended school regularly. For student to reach statewide goals, this measure must improve.
Indicator English Language Arts/Literature: Students did not meet the Statewide 2030 goal. **ESSA Student Subgroups**	**Comments/Notable Observations** 100% of student groups showed improvement with 26% of students from each subgroup scoring advanced or proficient.

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.

Mathematics/Algebra: All Student Group Meets the Standard Demonstrating Growth
Career Standards Benchmark: All Student Group Exceeds Performance Standard
Science/Biology: All Student Groups Meet the Standard Demonstrating Growth
ELA: All Student Groups Meet the Standard Demonstrating Growth

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: All Student Groups Did Not Meet Performance Standard
English Language Arts/Literature: All Student Groups Did Not Meet Interim Goal/Improvement Target
Mathematics/Algebra: All Student Groups Did Not Meet Interim Goal/Improvement Target

Local Assessment

English Language Arts

Data	Comments/Notable Observations
AIMSweb data indicates that Highland Elementary students in grade 3 perform below the national average in all percentiles in ELA.	Highland students score and average of 31 points lower than that national average in each percentile in reading
AIMSweb data indicates that Highland Elementary students in grade 4 perform at the same level as national average in all percentiles in ELA.	AIMSweb data indicates that Highland Elementary students in grade 4 perform comprably to the national average in all percentiles in ELA.
AIMSweb data indicates that Highland Elementary students in grade 5 perform at the the national average in all percentiles in ELA.	AIMSweb data indicates that Highland Elementary students in grade 5 perform comparably to the national average in all percentiles in ELA.

English Language Arts Summary

Strengths

AIMSweb data indicates that Highland Elementary students in grade 4 perform comprably to the national average in all percentiles in ELA.
AIMSweb data indicates that Highland Elementary students in grade 5 perform comparably to the national average in all percentiles in ELA.

Challenges

4th and 5th grade students are on target with the national average in reading.
In fifth grade ELA, we are growing students in the middle, but the students at the high and low end are not demonstrating growth.

Mathematics

Data	Comments/Notable Observations
AIMSweb data indicates that Highland Elementary students in grade 5 perform below the national average in all percentiles in Math	Highland Elementary school's top scoring students scores 35 points lower than the national average.
.AIMSweb data indicates that Highland Elementary students in grade 3 perform below the national average in all percentiles in math.	Highland Elementary's top scoring 3rd graders were 41 points below the national average.
AIMSweb data indicates that Highland Elementary students in grade 4 perform consistently with the national average in all percentiles in Math	4th graders at Highland scored comparatively to the national average in math.

Mathematics Summary

Strengths

4th graders at Highland scored comparatively to the national average in math.

Challenges

Highland Elementary's top scoring 3rd graders were 41 points below the national average.
Highland Elementary school's top scoring students scores 35 points lower than the national average.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
AIMSweb data indicates that Highland Elementary students in grade 5 perform comparably to the national average in all percentiles in ELA.	Science PSSA scores are level with the national average, and is showing a trend of improvement.
The three year average in science for the building is green.	After the 2018-2019 assessment, the Highland growth score was in yellow.

Science, Technology, and Engineering Education Summary

Strengths

AIMSweb data indicates that Highland Elementary students in grade 5 perform comparably to the national average in all percentiles in ELA.

Challenges

For the past three years, the teacher was new to this content and figured things out along with the students.

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of our 5th Grade students completed the career readiness activities during the 2022-23 school year.	There are still students that are not completing all activities.
The district purchased Xello to provide online activities and portfolios to house all student work related to the career readiness standards.	This program is still being developed for the elementary grade span. However, students seem to like these activities. 5th grade teachers also supplement additional career related writing assignments, projects and assemblies.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Students participate in 40 minutes of each art and music instruction during each five-day rotation.	Art instruction is differentiated so that students that have natural abilities can further explore their talents while students that lack the natural skill can also find an element of success.
Every year we hold an art show that displays the best art work created by Highland students each year.	The art teacher ensures that every student has at least one piece in the art show each year.
Students in 4th and 5th grades may select to participate in instrumental and/or choral instruction to supplement the general music curriculum.	While the district does have instruments for students to borrow for the year, the more popular instruments go quickly. The cost of renting instruments can be a barrier for students that want to participate in instrumental instruction.

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Students participate in 40 minutes of physical education instruction during each five-day rotation.	The curriculum focuses on encouraging students to maintain a healthy lifestyle and provides examples of activities that students can participate in to remain fit at any age.

The nurse conducts annual health screenings that check students height, weight, vision and hearing.	Data is tracked each year. The nurse uses the data collected to refer students to the proper specialists.
Highland has a SAP team that meets weekly to discuss students that are experiencing barriers to learning. 48 students were referred to the team during the 2019-2020 school year.	This team works to get students connected to metal health and community resources to ensure that they have equal access to the school's curriculum.
The school collaborates with an eye doctor and dentist to provide regular exams for students.	Students that otherwise lack the finances or transportation to get to specialized doctors receive the necessary services at school.
We house an in-school mental heath program that services between 25 and 30% of our students population at a given time.	The therapists partner with teachers and administration to address school behaviors that impact student participation in the classroom.

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.

We work hard to make sure that student basic health needs are met, removing as many barriers to learning as possible.
Specials area teachers all work to find ways to incorporate mathematics and ELA skills into their curriculum. The STEAM teacher, specifically, integrates a variety of math skills each week.

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.

A significant number of our students experience barriers to learning.
The majority of our career readiness activities are based on computer generated lessons. We need to do a better job exposing our students to people that have followed different career paths to excite students about possible choices they have in their futures.

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
6% of students with disabilities were proficient on the ELA exam.	54.1% of all student were proficient or advanced on the same exam. Students with disabilities scored significantly lower than the all student group.
4% of students with disabilities were proficient on the math exam.	35.7% of all student were proficient or advanced on the same exam. Students with disabilities scored significantly lower than the all student groups.
51.7% of students with disabilities were proficient on the math exam.	54.5% of all student were proficient or advanced on the same exam. Students with disabilities scored consistently with all other student groups.

Students Considered Economically Disadvantaged
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
26% of students that are economically disadvantaged were proficient or advanced on the ELA exam.	54.1% of all student were proficient or advanced on the same exam. Economically disadvantaged students scored comparable to the all student group.
14.4% of students that are economically disadvantaged were proficient or advanced on the math exam.	35.7% of all student were proficient or advanced on the same exam. Economically disadvantaged students scored lower than the all student group.
51.7% of students that are economically disadvantaged were proficient or advanced on the science exam.	54.5% of all student were proficient or advanced on the same exam. Economically disadvantaged students scored the same as all student groups.
The growth score for economically disadvantaged students (57) matches the growth score for the all student group.	Growth scores in science and mathematics replicate the achievement scores.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	While African American students comparatively all student group on both the ELA and math, their growth score surpassed the all student group.

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.

Our economically disadvantaged students scored comparatively to the all student groups in and in science.
Our African American students do not achieve as highly as the all student group, but their growth scores surpass that group.

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.

Our students with disability score significantly lower than the all student group in both ELA and mathematics.
Our black students score lower than the all student group in mathematics.

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	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
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	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

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

Summary

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

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Identify and address individual student learning needs
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Partner with local businesses, community organizations, and other agencies to meet the needs of the school

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?

Implement a multi-tiered system of supports for academics and behavior
Collectively shape the vision for continuous improvement of teaching and learning
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Implement evidence-based strategies to engage families to support 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
Career Standards Benchmark: All Student Group Exceeds Performance Standard	True
Science/Biology: All Student Groups Meet the Standard Demonstrating Growth	True
AIMSweb data indicates that Highland Elementary students in grade 4 perform comprably to the national average in all percentiles in ELA.	False
AIMSweb data indicates that Highland Elementary students in grade 5 perform comparably to the national average in all percentiles in ELA.	False
Mathematics/Algebra: All Student Group Meets the Standard Demonstrating Growth	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Identify and address individual student learning needs	True
Our economically disadvantaged students scored comparatively to the all student groups in and in science.	True
Our African American students do not achieve as highly as the all student group, but their growth scores surpass that group.	False
4th graders at Highland scored comparatively to the national average in math.	False
ELA: All Student Groups Meet the Standard Demonstrating Growth	True
AIMSweb data indicates that Highland Elementary students in grade 5 perform comparably to the national average in all percentiles in ELA.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	True
We work hard to make sure that student basic health needs are met, removing as many barriers to learning as possible.	False
Specials area teachers all work to find ways to incorporate mathematics and ELA skills into their curriculum. The STEAM teacher, specifically, integrates a variety of math skills each week.	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: All Student Groups Did Not Meet Performance Standard	True

English Language Arts/Literature: All Student Groups Did Not Meet Interim Goal/Improvement Target	False
Mathematics/Algebra: All Student Groups Did Not Meet Interim Goal/Improvement Target	False
Highland Elementary's top scoring 3rd graders were 41 points below the national average.	False
Our students with disability score significantly lower than the all student group in both ELA and mathematics.	False
A significant number of our students experience barriers to learning.	True
The majority of our career readiness activities are based on computer generated lessons. We need to do a better job exposing our students to people that have followed different career paths to excite students about possible choices they have in their futures.	False
In fifth grade ELA, we are growing students in the middle, but the students at the high and low end are not demonstrating growth.	False
Highland Elementary school's top scoring students scores 35 points lower than the national average.	False
Implement a multi-tiered system of supports for academics and behavior	True
Collectively shape the vision for continuous improvement of teaching and learning	False
4th and 5th grade students are on target with the national average in reading.	False
Our black students score lower than the all student group in mathematics.	False
For the past three years, the teacher was new to this content and figured things out along with the students.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Implement evidence-based strategies to engage families to support 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.

The implementation of MTSS should have the most pronounced effect on improving our ELA and mathematics achievement.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Regular Attendance: All Student Groups Did Not Meet Performance Standard		True
A significant number of our students experience barriers to learning.		True
Implement a multi-tiered system of supports for academics and behavior		False
Implement evidence-based strategies to engage families to support learning		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Our economically disadvantaged students scored comparatively to the all student groups in and in science.	
Career Standards Benchmark: All Student Group Exceeds Performance Standard	
Science/Biology: All Student Groups Meet the Standard Demonstrating Growth	
ELA: All Student Groups Meet the Standard Demonstrating Growth	
Mathematics/Algebra: All Student Group Meets the Standard Demonstrating Growth	Students are demonstrating growth in mathematics. By stressing the importance of growth, we can leverage continued effort to reach proficiency.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	We collect various points of data throughout the year. The analysis of these plans should help make instructional and intervention decisions.
Identify and address individual student learning needs	Through the use of data, we have a clear picture of student abilities and what they need to work on to find success.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Highland Elementary has partnered with the Center for Hope, and local library to provide after school programming which provides tutoring and opportunities for students to engage their math and ELA skills in a real world setting.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Highland Elementary will utilize our social worker to collaborate with county resources including CYS TEP program to increase student attendance.
	Highland Elementary school will provide a high level of need based supports and school base interventions for students as a collaborative effort among administration, our social worker, and school counselor.

Goal Setting

Priority: Highland Elementary school will provide a high level of need based supports and school base interventions for students as a collaborative effort among administration, our social worker, and school counselor.

Outcome Category
Parent and family engagement

Measurable Goal Statement (Smart Goal)
Highland Elementary School will hold an annual Title 1 event per quarter to increase parent and family engagement with the support of our counselor, social workers and administration

Measurable Goal Nickname (35 Character Max)
Increase Family Engagement

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
One school based title 1 parent engagement event with Open House	One school based Makerspace or Classroom Parent Engagement Event	One school based Makerspace or Classroom Parent Engagement Event	One school Based Title 1 parent engagement event

Outcome Category
School climate and culture

Measurable Goal Statement (Smart Goal)
Complete year 1 of SWPBIS with fidelity

Measurable Goal Nickname (35 Character Max)
SWPBIS

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Priority: Highland Elementary will utilize our social worker to collaborate with county resources including CYS TEP program to increase student attendance.

Outcome Category
English Language Arts

Measurable Goal Statement (Smart Goal)
Increase ELA scores by utilizing the Common Assessment to identify areas of need and align instruction and increase performance.

Measurable Goal Nickname (35 Character Max)
ELA Common Assessment Improvement

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Measurement of baseline grade level achievement	Data teams meeting an Q2 testing to review and monitor progress toward ELA improvement	Data teams meeting and Q3 testing to review and monitor progress toward ELA improvement	Data teams meeting ad Q4 testing to review and monitor progress toward ELA improvement

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
All students K-5 will show increases in Aimsweb Benchmarks toward reading fluency.			
Measurable Goal Nickname (35 Character Max)			
ELA Aimsweb Improvement			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Measurement of baseline grade level achievement	Data teams meeting and Q2 testing to review and monitor progress toward ELA improvement	Data teams meeting an Q3 testing to review and monitor progress toward ELA improvement	Data teams meeting an Q4 testing to review and monitor progress toward ELA improvement

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
All students K-5 will show increases in Aimsweb Benchmarks toward proficiency in math computation.			
Measurable Goal Nickname (35 Character Max)			
Aimsweb Math Improvement			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Measurement of baseline grade level achievement	Data teams meeting and Q2 testing to review and monitor progress toward math improvement	Data teams meeting and Q3 testing to review and monitor progress toward math improvement	Data teams meeting and Q4 testing to review and monitor progress toward math improvement

Action Plan

Measurable Goals

ELA Aimsweb Improvement	Aimsweb Math Improvement
Increase Family Engagement	SWPBIS
ELA Common Assessment Improvement	

Action Plan For: PBIS Student Engagement

Measurable Goals:
• All students K-5 will show increases in Aimsweb Benchmarks toward reading fluency.   • All students K-5 will show increases in Aimsweb Benchmarks toward proficiency in math computation.   • Highland Elementary School will hold an annual Title 1 event per quarter to increase parent and family engagement with the support of our counselor, social workers and administration

Action Step		Anticipated Start/Completion Date	
Provide Professional Development from BVIU to follow through with the PBIS program with Fidelity during morning staff meetings.		2024-09-09	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Stephanie Hull	BVIU resources	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improvement in schoolwide behavior and academic performance.	PBIS team, weekly meetings, data tracking.

Action Plan For: Aimsweb Monitoring and Data Teams meetings

Measurable Goals:
• All students K-5 will show increases in Aimsweb Benchmarks toward reading fluency.   • Increase ELA scores by utilizing the Common Assessment to identify areas of need and align instruction and increase performance.   • All students K-5 will show increases in Aimsweb Benchmarks toward proficiency in math computation.

Action Step	Anticipated Start/Completion Date

Holding monthly data teams meetings and grade level PLC meetings to review student progress monitoring data from Aimsweb and Grade Level Common Assessment data	2024-09-09	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Stephanie Hull / Brandie Skonieczny	Aimsweb scores, Common Assessment Data	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in ELA and Math Common Assessment scores across grade levels.	Teachers in grades 3-5, Intervention Specialists and the Principal

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	• PBIS Student Engagement	Salary for Academic Intervention Specialist at Highland Elementary	82035.00
Instruction	• PBIS Student Engagement	Benefits for Academic Intervention Specialist at Highland Elementary	32814.00
Instruction	• PBIS Student Engagement	Salary for an additional Academic Intervention Specialist at Highland Elementary	82035.00
Instruction	• PBIS Student Engagement	Benefits for an additional Academic Intervention Specialist at Highland Elementary	32814.00
Instruction	• PBIS Student Engagement	40% of salary of Social Worker at Highland Elementary	23989.00
Instruction	• PBIS Student Engagement	Partial benefits of Social Worker at Highland Elementary	9596.00
Instruction	• PBIS Student Engagement	25% of salary of STEAM Teacher at Highland	12243.00

Instruction	• PBIS Student Engagement	Partial Benefits of STEAM Teacher at Highland	4897.00	
Total Expenditures			280423	

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
PBIS Student Engagement	Provide Professional Development from BVIU to follow through with the PBIS program with Fidelity during morning staff meetings.
Aimsweb Monitoring and Data Teams meetings	Holding monthly data teams meetings and grade level PLC meetings to review student progress monitoring data from Aimsweb and Grade Level Common Assessment data

PBIS training

Action Step		
• Provide Professional Development from BVIU to follow through with the PBIS program with Fidelity during morning staff meetings.		
Audience		
All teaching and instructional support staff		
Topics to be Included		
Ways to successfully implement and maintain a PBIS program		
Evidence of Learning		
Continuation of the current PBOS model, and the achievement of fidelity with BVIU recognition.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Stephanie Hull	2024-09-09	2025-05-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	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. Joseph Pasquerilla	2024-09-03
Building Principal Signature	**Date**
Stephanie Hull	2024-09-03
School Improvement Facilitator Signature	**Date**
Amy Filipowski	2024-08-30