

**Highland Park El Sch**

Schoolwide Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Highland Park Elementary School		000001965
<b>Address 1</b>		
8301 West Chester Pike		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Upper Darby	Pennsylvania	19082
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Daniel McGarry		dmcgarry@upperdarbysd.org
<b>Principal Name</b>		
Joanne DeVito		
<b>Principal Email</b>		
JDeVito@upperdarbysd.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
6108534530		6613
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Joanne DeVito		JDeVito@upperdarbysd.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Joanne M. DeVito	Principal	Highland Park Elementary School	JDeVito@upperdarbysd.org
Michelle Beaky	Teacher	Highland Park Elementary School	MBeaky@upperdarbysd.org
Maureen Mylotte	Teacher	Highland Park Elementary School	MMylotte@upperdarbysd.org
Alexandra Gentile	Special Education Teacher	Highland Park Elementary School	agentile@upperdarbysd.org
Valentina Grabocka	Teacher	Highland Park Elementary School	vgrabocka@upperdarbysd.org
Melissa Baker	Teacher	Highland Park Elementary School	MBaker@upperdarbysd.org
Susan Farley	ELL Teacher	Highland Park Elementary School	sfarley@upperdarbysd.org
Dena Koser-Hanna	Social Worker	Highland Park Elementary School	Dkoserhanna@upperdarbysd.org
Lisa Leach	Reading Specialist	Highland Park Elementary School	lleach@upperdarbysd.org
Kerry Ann Sebro-O'Neil	Community Member	Highland Park Elementary School	yellogyul@yahoo.com
Terrance Williams	Education Specialist	Highland Park Elementary School	twilliams@upperdarbysd.org
Greg Manfre	District Level Leaders	Upper Darby School District	Greg.Manfre@upperdarbysd.org
Cintia Isles	Parent	Highland Park Elementary School	cintiadisles@gmail.com
Malina Mastrocola	Education Specialist	Highland Park Elementary School	MMastrocola@upperdarbysd.org
Daniel McGarry	Chief School Administrator	Upper Darby School District	dmcgarry@upperdarbysd.org
Michelle May	Teacher	Highland Park Elementary School	MMay@upperdarbysd.org

## Vision for Learning

### **Vision for Learning**

Highland Park Elementary School provides an educational environment that promotes outstanding citizens and independent learners and thinkers who are able to deal with the complexities of our changing world. Highland Park recognizes and celebrates our diversity and provides opportunities for all students to achieve their full potentials in a motivating, educational environment. We attend to each student's full range of educational needs, preparing them for continued learning in middle school and beyond. The cooperative efforts of a dedicated staff, involved parents, wonderful students, and a supportive community help to meet our goal.

## 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>True 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
All Student Groups exceeded the 2022-2023 the Standard Demonstrating Growth in Mathematics.	Highland Park Mathematics Academic Growth Score for 2022-2023 was 100 which exceeded the Statewide Average Growth Score of 74.9 and the statewide growth standard of 70.
All Student Groups Met the Performance Standard for Regular Attendance for 2022-2023.	82.1 % of Highland Park students had regular attendance. The statewide average was 73.9%
Highland Park exceeded the 2022-2023 Career Standards Benchmark.	Highland Park scored 100%. The statewide average was 89.6%.
All Student Groups met the Standard Demonstrating Growth in ELA.	Highland Park ELA Academic Growth Score for 2022-2023 was 74. The statewide average growth score was 75.4 and the meeting statewide growth standard was 70.

### Challenges

Indicator	Comments/Notable Observations
All Student Groups did not meet the 2022-2023 interim goal/improvement targets in English Language Arts/Literature.	In 2022-2023, 40% of Highland Park Students scored proficient or advanced in ELA. The statewide average was 54.5% and the statewide goal was 81.1%
All Student Groups did not meet the 2022-2023 interim goal/improvement target in Mathematics.	In 2022-2023, 31.1% of Highland Park students scored proficient or advanced in Mathematics. The statewide average was 38.3%. The statewide goal was 71.8%
In 2022-2023, All Student Groups did not meet the standard demonstrating growth in Science/Biology.	In 2022-2023, Highland Park had an academic growth score of 50 in Science. The statewide average growth score was 74.7 The statewide growth standard was 70.
In 2022-2023. 4th Grade were well below the standard growth in ELA .	The 4th grade group information: Asian- Meets the ELA standard growth Black, Economically Disadvantaged, Lowest performing 33%- Well below the ELA standard growth English Learners - Below the ELA standard growth in ELA

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

### Strengths

<b>Indicator</b> All Student Groups in 5th grade exceeded the 2022-2023 the Standard Demonstrating Growth in Mathematics. <b>ESSA Student Subgroups</b> African-American/Black, Asian (not Hispanic), Hispanic, Economically Disadvantaged, English Learners	<b>Comments/Notable Observations</b> In 2022-2023. 5th grade students exceed the PA Academic growth standards in Mathematics. Asian, Black, Economically Disadvantaged, English Learners , and Lowest performing 33% of students exceeded the growth standard (well above) in Mathematics.
<b>Indicator</b> All Student Groups in 4th Grade met or exceeded the 2022-2023 Standard Demonstrating Growth in Mathematics. <b>ESSA Student Subgroups</b> African-American/Black, Asian (not Hispanic), Economically Disadvantaged, English Learners	<b>Comments/Notable Observations</b> In 2022-2023, 4th grade students meet or exceed the PA Academic growth standards in Mathematics. 4th Grade Asian, English Learner groups- Well above 4th Grade black- meets 4th grade Economically Disadvantaged, Lowest performing 33% of students- Above
<b>Indicator</b> All Student Groups in 5th Grade met the 2022-2023 Standard Demonstrating Growth in ELA. <b>ESSA Student Subgroups</b> African-American/Black, Asian (not Hispanic), Economically Disadvantaged, English Learners	<b>Comments/Notable Observations</b> 5th Grade was well above the standard demonstrating growth. Asian, Black, Economically Disadvantaged, English Learners, Lowest Performing 33% - Well above

### Challenges

<b>Indicator</b> All Student Groups did not meet the 2022-2023 interim goal/improvement targets in English Language Arts/Literature. <b>ESSA Student Subgroups</b> African-American/Black, Hispanic, Economically Disadvantaged, English Learners	<b>Comments/Notable Observations</b> In 2022-2023, The subgroups Black, Hispanic, Economically Disadvantaged students were all below the PA ELA Interim Goal/Improvement Target for ELA.
<b>Indicator</b> All Student Groups did not meet the 2022-2023 interim goal/improvement target in Mathematics.	<b>Comments/Notable Observations</b> In 2022-2023, The subgroups Black, Hispanic, Economically Disadvantaged students were all below the PA ELA Interim Goal/Improvement Target for Mathematics..

<b>ESSA Student Subgroups</b> African-American/Black, Asian (not Hispanic), Hispanic, Economically Disadvantaged, English Learners	
<b>Indicator</b> In 2022-2023. 4th Grade were well below the standard growth in ELA . <b>ESSA Student Subgroups</b> African-American/Black, Hispanic, Economically Disadvantaged, English Learners	<b>Comments/Notable Observations</b> In 2022-2023, 4th grade subgroups Black, and Economically Disadvantaged were well below the ELA growth standard. 4th grade subgroup English Learners met the ELA growth standard. 4th grade subgroup Hispanic were below the ELA growth standard.

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

All Student Groups exceeded the 2022-2023 Standard Demonstrating Growth in Mathematics.
All Student Groups Met the Performance Standard for Regular Attendance for 2022-2023.
Highland Park exceeded the 2022-2023 Career Standards Benchmark.
All Student Groups met the Standard Demonstrating Growth in ELA.

### 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.

All Student Groups did not meet the 2022-2023 interim goal/improvement targets in English Language Arts/Literature.
All Student Groups did not meet the 2022-2023 interim goal/improvement target in Mathematics.
In 2022-2023. 4th Grade were well below the standard growth in ELA .

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
NWEA MAP Scores for Reading 2023-2024.	The 2023-2024 NWEA Winter Reading Scores indicated the following percentage of students at or above Norm Grade Level Mean RIT scores: 1st grade - 24.29%; 2nd grade 27.34%, 3rd grade- 25.87%, 4th grade- 29.58%, 5th grade- 36.25% .
NWEA Growth Norm Standards.	Student grade level average growth was below NWEA Norms.
Aimsweb plus Oral Reading Fluency (ORF)- Words Correct	Proficiency % from beginning of year to end of year for 2023-2024 . 1st: BOY- 29%; MOY- 48%; EOY - 52% 2nd: BOY- 43%; MOY- 48%; EOY - 53% 3rd: BOY- 47.%; MOY- 48%; EOY - 53% 4th: BOY- 50%; MOY- 49%; EOY - 52% 5th: BOY- 63%; MOY- 57%; EOY - 57%

### English Language Arts Summary

#### Strengths

The Upper Darby School District implemented a new Reading Program, Into Reading, beginning in the 2019-2020 school year. This program focuses on explicitly and systemically teaching the key components of reading. It is a balanced guided reading approach which focuses on reading, writing, listening, and speaking skills.
Professional development opportunities are provided for teachers and administrators. There is a focus on effective reading instruction, developing learning targets, student engagement strategies, trauma informed care strategies, and restorative practices.
Student data is reviewed and analyzed throughout the school year. Reviewed data includes data from the following sources: Benchmark Testing, Aimsweb Plus, WIDA, PSSA, and NWEA MAP .
MTSS reading targeted instructional groups. Foundations is used for all 1st grade tier 1 and tier 2. In 2nd - 5th Foundations is used for all tier 2. PALS, Word Study Studio, Comprehension Intervention, Read Naturally and HMH Structured Literacy Pathways are also used for various groups.

#### Challenges

All student groups did not meet the ELA standard demonstrating growth.
In 2022-2023. 4th Grade were well below the standard growth in ELA .

### Mathematics

Data	Comments/Notable Observations
NWEA Mathematics MAP scores 2022-2023	The 2023-2024 NWEA Winter Mathematics Scores indicated the following percentage of students at or above Norm Grade Level Mean RIT scores: 1st grade - 31.65%; 2nd grade 28.9%, 3rd grade- 28.97%, 4th grade- 27.27%, 5th grade- 29.30% .



NWEA Growth Norm Standards .	Student grade level average growth was below NWEA Norms.
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## Mathematics Summary

### Strengths

The Upper Darby School District implemented a new Mathematics Program, Envision, beginning in the 2020-2021 school year. This program focuses on problem-based learning. It incorporates intervention activities and resources for all learning levels. The district also is implementing an additional resource, IXL Math, which is personalized learning that provides teachers with real-time analytics.
Student data is reviewed and analyzed throughout the school year. Reviewed data includes data from the following sources: Benchmark Testing, PSSA, and NWEA MAP .
All Student Groups met the 2021-2022 Standard Demonstrating growth in Mathematics.
IXL, an online intuitive math program provides daily practice for all students.

### Challenges

Student grade level average growth was below NWEA Norms for the 2022-2023 school year.
All 4th Grade student groups did not meet the 2022-2022 interim goal/improvement target in Mathematics.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	52.3% of Highland Park students scored Proficient or Advanced. The statewide average was 54.4%.

## Science, Technology, and Engineering Education Summary

### Strengths

The district implemented a new science program beginning with the 2022-2023 school year.
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### Challenges

52.3% of Highland Park students scored Proficient or Advanced. The statewide average was 54.4%. Each subgroup decreased last year.
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## Related Academics

### Career Readiness

Data	Comments/Notable Observations
PA Future Ready Career Standards Benchmark	For 2022-2023, Highland Park scored 100%. The statewide average was 89.6%.

### 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.

Highland Park scored 100% on the PA Future Ready Career Standards Benchmark in 2022-2023 .
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### 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.

The Highland Park Guidance counselor will continue to provide lessons and assist teachers to gather information regarding future careers for students.
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## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
PVAAS-MATH	4th & 5th grade English Learners showed significant evidence that they exceeded the 2022-2023 PA MATH Academic Growth standard.
PVAAS-ELA	4th grade English Learners showed moderate evidence that they did not meet the 2022-2023 PA ELA Academic Growth standard. 5th grade English Learners showed moderate evidence that they exceeded the 2022-2023 PA ELA Academic Growth standard.

### Students with Disabilities

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

Data	Comments/Notable Observations
PVAAS-MATH	In 2022-2023 4th grade students with IEPs showed significant evidence that they exceeded the PA Math growth standard. 5th grade students with IEPs showed moderate evidence that they exceeded the PA MATH Academic growth standard,
PVAAS-ELA	In 2022-2023, 4th grade students with IEPs showed moderate evidence that they not meet the PA ELA Academic growth standard . 5th grade students with IEPs showed evidence that they met the PA ELA Academic growth standard. provided.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PVAAS-MATH	In 2022-2023, 4th grade Economically Disadvantaged students showed moderate evidence that they exceeded the PA MATH Academic growth standard. 5th grade economically disadvantaged students showed significant evidence that they exceeded the PA Math academic growth standard.
PVAAS-ELA	In 2022-2023 4th grade Economically disadvantaged students showed significant evidence that they did not meet the PA ELA Academic growth standard. 5th grade Economically Disadvantaged students showed significant evidence that they exceeded the PA ELA Academic growth.

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### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	In 2022-2023, 4th grade Black students showed evidence that they met the PA MATH Academic growth standard and significant evidence that they did not meet the PA ELA growth standard. 5th grade Black students showed significant evidence of exceeding the PA Mathematics growth standard and significant evidence that they exceeded PA ELA Academic growth standard.
Hispanic	In 2022-2023, 4th grade Hispanic students showed moderate evidence that they exceeded the PA Mathematics Academic growth standard and moderate evidence that they did not meet the PA ELA growth standard. 5th grade Hispanic students showed significant evidence that they exceeded the PA Mathematics growth standard and evidence that they met the ELA academic growth standard.

### 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.

4th & 5th grade English Learners showed significant evidence that they exceeded the 2022-2023 PA MATH Academic Growth standard.
In 2022-2023, 4th grade students with IEPs showed moderate evidence that they not meet the PA ELA Academic growth standard .
In 2022-2023, 4th grade Economically Disadvantaged students showed moderate evidence that they exceeded the PA MATH Academic growth standard. 5th grade economically disadvantaged students showed significant evidence that they exceeded the PA Math academic growth standard.

#### 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.

4th grade English Learners showed moderate evidence that they did not meet the 2022-2023 PA ELA Academic Growth standard.
In 2022-2023 4th grade Economically disadvantaged students showed significant evidence that they did not meet the PA ELA Academic growth standard.

In 2022-2023, 4th grade Black students showed evidence that they met the PA MATH Academic growth standard and significant evidence that they did not meet the PA ELA growth standard.

## 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	Exemplary
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	Operational

### 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	Operational
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	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?

A culture of high expectations for success for all students, educators, families, and community members.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
Implement an evidence-based system of schoolwide positive behavior interventions and supports, including trauma informed care and restorative practice strategies.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

### 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?

Organize resources aligned with the school improvement plan and needs of the school community.
Use multiple professional learning opportunities to support the learning needs of staff.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.



## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

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

Strength	Check for Consideration in Plan
All Student Groups exceeded the 2022-2023 Standard Demonstrating Growth in Mathematics.	True
All Student Groups Met the Performance Standard for Regular Attendance for 2022-2023.	False
The Upper Darby School District implemented a new Reading Program, Into Reading, beginning in the 2019-2020 school year. This program focuses on explicitly and systemically teaching the key components of reading. It is a balanced guided reading approach which focuses on reading, writing, listening, and speaking skills.	False
Professional development opportunities are provided for teachers and administrators. There is a focus on effective reading instruction, developing learning targets, student engagement strategies, trauma informed care strategies, and restorative practices.	True
Highland Park exceeded the 2022-2023 Career Standards Benchmark.	True
Student data is reviewed and analyzed throughout the school year. Reviewed data includes data from the following sources: Benchmark Testing, PSSA, and NWEA MAP .	True
The district implemented a new science program beginning with the 2022-2023 school year.	False
Highland Park scored 100% on the PA Future Ready Career Standards Benchmark in 2022-2023 .	True
4th & 5th grade English Learners showed significant evidence that they exceeded the 2022-2023 PA MATH Academic Growth standard.	True
Student data is reviewed and analyzed throughout the school year. Reviewed data includes data from the following sources: Benchmark Testing, Aimsweb Plus, WIDA, PSSA, and NWEA MAP .	True
The Upper Darby School District implemented a new Mathematics Program, Envision, beginning in the 2020-2021 school year. This program focuses on problem-based learning. It incorporates intervention activities and resources for all learning levels. The district also is implementing an additional resource, IXL Math, which is personalized learning that provides teachers with real-time analytics.	True
All Student Groups met the Standard Demonstrating Growth in ELA.	True
All Student Groups met the 2021-2022 Standard Demonstrating growth in Mathematics.	False
MTSS reading targeted instructional groups. Foundations is used for all 1st grade tier 1 and tier 2. In 2nd - 5th Foundations is used for all tier 2. PALS, Word Study Studio, Comprehension Intervention, Read Naturally and HMMH Structured Literacy Pathways are also used for various groups.	True
IXL, an online intuitive math program provides daily practice for all students.	True

In 2022-2023, 4th grade students with IEPs showed moderate evidence that they not meet the PA ELA Academic growth standard .	True
In 2022-2023, 4th grade Economically Disadvantaged students showed moderate evidence that they exceeded the PA MATH Academic growth standard. 5th grade economically disadvantaged students showed significant evidence that they exceeded the PA Math academic growth standard.	False
A culture of high expectations for success for all students, educators, families, and community members.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports, including trauma informed care and restorative practice strategies.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	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
All Student Groups did not meet the 2022-2023 interim goal/improvement targets in English Language Arts/Literature.	True
All Student Groups did not meet the 2022-2023 interim goal/improvement target in Mathematics.	True
In 2022-2023. 4th Grade were well below the standard growth in ELA .	True
Student grade level average growth was below NWEA Norms for the 2022-2023 school year.	True
All student groups did not meet the ELA standard demonstrating growth.	True
In 2022-2023 4th grade Economically disadvantaged students showed significant evidence that they did not meet the PA ELA Academic growth standard.	False
All 4th Grade student groups did not meet the 2022-2022 interim goal/improvement target in Mathematics.	True
52.3% of Highland Park students scored Proficient or Advanced. The statewide average was 54.4%. Each subgroup decreased last year.	False
The Highland Park Guidance counselor will continue to provide lessons and assist teachers to gather information regarding future careers for students.	True
4th grade English Learners showed moderate evidence that they did not meet the 2022-2023 PA ELA Academic Growth standard.	True
Organize resources aligned with the school improvement plan and needs of the school community.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	False

In 2022-2023, 4th grade Black students showed evidence that they met the PA MATH Academic growth standard and significant evidence that they did not meet the PA ELA growth standard.	False
In 2022-2023. 4th Grade were well below the standard growth in ELA .	False
Use multiple professional learning opportunities to support the learning needs of staff.	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.

Highland Park students are not meeting the achievement benchmarks.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All Student Groups did not meet the 2022-2023 interim goal/improvement targets in English Language Arts/Literature.	Foundations is being utilized in MTSS Tier 3 Reading groups. An additional full time Reading Specialist was added for the 2022-2023 school year.	True
All Student Groups did not meet the 2022-2023 interim goal/improvement target in Mathematics.	Fidelity implementing Savaas Envision Mathematics program. Program focuses on conceptual math understanding utilizing problem based and visual learning. Utilize the Math Diagnosis and Intervention System built into the enVision Math program.	True
In 2022-2023. 4th Grade were well below the standard growth in ELA .	The Reading program over the last 10 years had been a scripted program. The school district transitioned to a new reading program (HMH Into Reading) during the 2019-2020 school year. The new program is a guided balanced program with more differentiated reading experiences . The texts are more culturally rich and engaging. The teachers must focus on explicit reading instruction that incorporates phonics, phonemic awareness, vocabulary, fluency, and comprehension. Foundations is also utilized for Tier 3 intervention .	True
Student grade level average growth was below NWEA Norms for the 2022-2023 school year.	The 2022-2023 school year differential between the grade level mean growth and the NWEA mean growth norm was less than 2021-2022 . Must continue to implement all of our programs with fidelity to meet or exceed the growth norms across all grade levels.	False
All 4th Grade student groups did not meet the 2022-2022 interim goal/improvement target in Mathematics.	Teacher changes were made for the 2022-2023 school year. Utilize the Math Diagnosis and Intervention System built into the enVision Math program.	False
The Highland Park Guidance counselor will continue to provide lessons and assist teachers to gather information regarding future careers for students.	The new Highland Park school counselor has worked closely with classroom teachers to develop age appropriate lessons.	False
Use multiple professional learning opportunities to support the learning needs of staff.		False
All student groups did not meet the ELA standard demonstrating growth.	Ensure fidelity to the ELA program and targeted instruction based on student needs.	False

4th grade English Learners showed moderate evidence that they did not meet the 2022-2023 PA ELA Academic Growth standard.	Ensure fidelity to the ELA program and targeted instruction based on student needs.	False
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### Analyzing Strengths

Analyzing Strengths	Discussion Points
Professional development opportunities are provided for teachers and administrators. There is a focus on effective reading instruction, developing learning targets, student engagement strategies, trauma informed care strategies, and restorative practices.	Continue to provide professional development for teachers. Use all available resources provided by the program. Continue to develop and utilize learning targets to assist students to take ownership of their learning.
Student data is reviewed and analyzed throughout the school year. Reviewed data includes data from the following sources: Benchmark Testing, Aimsweb Plus, WIDA, PSSA, and NWEA MAP .	Teacher led data meetings.
4th & 5th grade English Learners showed significant evidence that they exceeded the 2022-2023 PA MATH Academic Growth standard.	Review student data throughout the school year to differentiate instruction so students instructional needs are addressed.
In 2022-2023, 4th grade students with IEPs showed moderate evidence that they not meet the PA ELA Academic growth standard .	
All Student Groups exceeded the 2022-2023 Standard Demonstrating Growth in Mathematics.	Review student data throughout the school year to differentiate instruction so students instructional needs are addressed.
Highland Park exceeded the 2022-2023 Career Standards Benchmark.	Guidance counselor will continue to provide lessons and assist teachers with career readiness benchmarks.
All Student Groups met the Standard Demonstrating Growth in ELA.	Ensure fidelity to the Math program and targeted instruction based on student needs.
The Upper Darby School District implemented a new Mathematics Program, Envision, beginning in the 2020-2021 school year. This program focuses on problem-based learning. It incorporates intervention activities and resources for all learning levels. The district also is implementing an additional resource, IXL Math, which is personalized learning that provides teachers with real-time analytics.	Meet at least monthly to review student data.
Highland Park scored 100% on the PA Future Ready Career Standards Benchmark in 2022-2023 .	Counselor will continue with college and career readiness lessons for each grade.
Student data is reviewed and analyzed throughout the school year. Reviewed data includes data from the following sources: Benchmark Testing, PSSA, and NWEA MAP .	

A culture of high expectations for success for all students, educators, families, and community members.	Consistent communication and encourage involvement with all our families.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	Continue to incorporate PBIS lessons & incentives, Trauma Informed Care strategies, and Restorative practices.
Implement an evidence-based system of schoolwide positive behavior interventions and supports, including trauma informed care and restorative practice strategies.	Continue to incorporate PBIS lessons & incentives, Trauma Informed Care strategies, and Restorative practices.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	Weekly grade level meetings, leadership team meetings, learning walks & observations based on Danielson Framework .
MTSS reading targeted instructional groups. Foundations is used for all 1st grade tier 1 and tier 2. In 2nd - 5th Foundations is used for all tier 2. PALS, Word Study Studio, Comprehension Intervention, Read Naturally and HMH Structured Literacy Pathways are also used for various groups.	
IXL, an online intuitive math program provides daily practice for all students.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Teachers will continue to use research based strategies to enhance lessons. Data will also be examined throughout the school year to drive instruction. Adjust MTSS reading groups accordingly.
	Teachers will continue to use research based strategies to enhance lessons. Data will also be examined throughout the school year to drive instruction. Utilize the Math Diagnosis and Intervention System built into the enVision Math program.
	Teachers will continue to use research based strategies to enhance lessons. Data will also be examined throughout the school year to drive instruction. Teacher led data meetings that include current strategies to help students increase their growth.

## Goal Setting

Priority: Teachers will continue to use research based strategies to enhance lessons. Data will also be examined throughout the school year to drive instruction. Teacher led data meetings that include current strategies to help students increase their growth.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
70% of each grade level student group will meet the 2020 MATH NWEA MAP Student Growth Norm from Fall 2024 to Spring 2025.			
Measurable Goal Nickname (35 Character Max)			
NWEA Mathematics Grade Level Growth Norm Data			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Determine baseline scores	Fall to Winter Growth: 1st: 10.13 2nd: 9.03 3rd: 7.75 4th: 6.50 5th: 5.56	Winter to Spring: 1st: 6.22 2nd: 5.35 3rd: 4.85 4th: 4.46 5th: 4.05	Fall to Spring: 1st: 16.35 2nd: 14.38 3rd: 12.60 4th: 10.96 5th: 9.61

Priority: Teachers will continue to use research based strategies to enhance lessons. Data will also be examined throughout the school year to drive instruction. Adjust MTSS reading groups accordingly.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
70% of each grade level student group will reach proficiency for Oral Reading Fluency and Oral Reading Accuracy			
Measurable Goal Nickname (35 Character Max)			
Aimswebplus			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline	Baseline 40% of each student group will meet or exceed expectations	60% of each student group will meet or exceed expectations	70% of each student group will meet or exceed expectations

Priority: Teachers will continue to use research based strategies to enhance lessons. Data will also be examined throughout the school year to drive instruction. Utilize the Math Diagnosis and Intervention System built into the enVision Math program.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
70% of each grade level student group will meet the 2020 Reading NWEA MAP Student Growth Norm from Fall 2024 to Spring 2025.			
Measurable Goal Nickname (35 Character Max)			
NWEA Reading Grade level Growth Norm Data			

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Determine baseline scores	Fall to Winter Growth: 1st: 9.92 2nd: 8.85 3rd: 7.28 4th: 5.82 5th: 4.64	Winter to Spring: 1st: 5.55 2nd: 4.37 3rd: 3.22 4th: 2.33 5th: 1.86	Fall to Spring: 1st: 15.47 2nd: 13.22 3rd: 10.50 4th: 8.16 5th: 6.50



## Action Plan

### Measurable Goals

NWEA Reading Grade level Growth Norm Data	Aimswebplus
NWEA Mathematics Grade Level Growth Norm Data	

### Action Plan For: Implement all facets of Savaas Envision Program

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>70% of each grade level student group will meet the 2020 MATH NWEA MAP Student Growth Norm from Fall 2024 to Spring 2025.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Implement all facets of Savaas Envision Mathematics program. Program focuses on conceptual math understanding utilizing problem based learning and visual learning. The program provides extensive intervention lessons as well as enrichment lessons.		2024-08-26	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, District Supervisors.	Savaas Envision materials. In 2023-2024 Title I money was used as follows: \$772, 756 for Salaries and Benefits for the following positions: 1 Guidance Counselor 3 Reading Specialists 2- 3rd grade teachers 1- 4th grade teacher	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students scores on module assessments will improve. Students MAP scores will show sufficient student growth and increase in proficiency. Students' PVASS growth will meet or exceed expectations.	Classroom Assessments, topic quick checks, Benchmark Assessments, progress monitoring. Data meetings to analyze students' strengths and weaknesses and develop lessons accordingly.

### Action Plan For: HMH Reading Curriculum

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>70% of each grade level student group will meet the 2020 Reading NWEA MAP Student Growth Norm from Fall 2024 to Spring 2025.</li> </ul>

Action Step	Anticipated Start/Completion Date

The HMH Reading Curriculum is aligned to state and national standards. It includes a guided reading program which focuses on small group learning, with a comprehensive leveled library that represents a variety of diverse cultures, embeds practices that promote a growth mindset and best instructional practices.		2024-08-26	2025-06-10
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, Assistant Principal, District Supervisors.	HMH Into Reading curriculum materials. In 2022-2023 Title I money was used as follows: \$772,756 for salaries and benefits for the following positions: 1 Guidance Counselor 3 Reading Specialists 2- 3rd grade teachers 1- 4th grade teacher .	Yes	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Students' scores on module assessments will improve. Students' MAP scores will show sufficient student growth and increase in proficiency. Students' PVAA growth will meet or exceed expectations.	Classroom Assessments, Benchmark Assessments, progress monitoring. Data meetings to analyze students' strengths and weaknesses and develop lessons accordingly.

#### Action Plan For: Small group after school instruction

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>70% of each grade level student group will meet the 2020 MATH NWEA MAP Student Growth Norm from Fall 2024 to Spring 2025.</li> <li>70% of each grade level student group will reach proficiency for Oral Reading Fluency and Oral Reading Accuracy</li> <li>70% of each grade level student group will meet the 2020 Reading NWEA MAP Student Growth Norm from Fall 2024 to Spring 2025.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>	
After school small group instruction. Program will provide materials and support needed to help close the achievement gap, and increase growth and proficiency.	2024-08-26	2025-06-10
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
District Supervisors	Intervention materials	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Improved student scores in Reading Module assessments & Math Benchmark Assessments will show an increase in proficiency. ELA & MATH MAP & PA growth standards will increase.	Classroom assessments, benchmark assessments, progress monitoring. Data meetings to analyze students' strengths and weaknesses and plan accordingly. Increase in student growth.

### Action Plan For: Trauma Informed Care Strategies

<b>Measurable Goals:</b>			
<ul style="list-style-type: none"> <li>70% of each grade level student group will meet the 2020 MATH NWEA MAP Student Growth Norm from Fall 2024 to Spring 2025.</li> <li>70% of each grade level student group will reach proficiency for Oral Reading Fluency and Oral Reading Accuracy</li> <li>70% of each grade level student group will meet the 2020 Reading NWEA MAP Student Growth Norm from Fall 2024 to Spring 2025.</li> </ul>			
<b>Action Step</b>			<b>Anticipated Start/Completion Date</b>
All teachers will utilize trauma informed strategies to keep students regulated so that they can remain engaged in their lessons. The Trauma Informed Leadership Team (TILT), along with a Lakeside consultant, will continue to provide coaching and consultation for teachers throughout the school year. Professional Development opportunities regarding best practices to help students stay regulated and in the classroom for instruction will be offered throughout the school year.			2024-08-26      2024-06-10
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Trauma Informed Leadership Team, Assistant Principal, Principal	Calming Corner materials.	Yes	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Students will receive additional SEL support to further promote positive relationships that will lead to less discipline referrals and more instruction time.	Positive student-teacher relationship. Less discipline office referrals.

### Action Plan For: Positive Behavioral Intervention and Supports

<b>Measurable Goals:</b>			
<ul style="list-style-type: none"> <li>70% of each grade level student group will meet the 2020 MATH NWEA MAP Student Growth Norm from Fall 2024 to Spring 2025.</li> <li>70% of each grade level student group will reach proficiency for Oral Reading Fluency and Oral Reading Accuracy</li> <li>70% of each grade level student group will meet the 2020 Reading NWEA MAP Student Growth Norm from Fall 2024 to Spring 2025.</li> </ul>			
<b>Action Step</b>			<b>Anticipated Start/Completion Date</b>
Teachers will provide PBIS lessons, and weekly SEL lessons. Monthly Student of the Month assemblies. Monthly incentives for positive behavior.			2024-08-26      2025-06-10
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	

PBIS Team Leaders, Counselor, Social Worker, Principal, Assistant Principal	PBIS team meetings, incentives/prizes.	No	
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Effective classroom management and positive climate and culture in the school building. Decrease in negative behavioral incidents leading to more time for instruction.	PBIS team meetings. Review of behavior information.

### Action Plan For: Restorative Practices

Measurable Goals:
<ul style="list-style-type: none"> <li>70% of each grade level student group will meet the 2020 MATH NWEA MAP Student Growth Norm from Fall 2024 to Spring 2025.</li> <li>70% of each grade level student group will reach proficiency for Oral Reading Fluency and Oral Reading Accuracy</li> <li>70% of each grade level student group will meet the 2020 Reading NWEA MAP Student Growth Norm from Fall 2024 to Spring 2025.</li> </ul>

Action Step	Anticipated Start/Completion Date	
Restorative Practices focuses on providing strategies needed to strengthen relationships, and social connections in the school community. Components include: effective methods to resolve conflicts; restorative circles for building social relationships and resolving social issues; monitoring reactions in stressful situations, listening with empathy, and creating shared understanding among conflicting parties.	2024-08-26	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	
Principal, Assistant Principal	International Institute for Restorative Practices material.	PD Step?
		Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Restorative practices will provide students with fair and equitable procedures to address behavior concerns. Additionally, this will lead to a more positive climate and culture in the school community and decrease in negative behaviors which will increase instructional time.	Analysis of behavioral referrals.

### Action Plan For: Learning Walks and Danielson Framework for Observations

<b>Measurable Goals:</b>			
<ul style="list-style-type: none"> <li>70% of each grade level student group will meet the 2020 MATH NWEA MAP Student Growth Norm from Fall 2024 to Spring 2025.</li> <li>70% of each grade level student group will reach proficiency for Oral Reading Fluency and Oral Reading Accuracy</li> <li>70% of each grade level student group will meet the 2020 Reading NWEA MAP Student Growth Norm from Fall 2024 to Spring 2025.</li> </ul>			
<b>Action Step</b>			<b>Anticipated Start/Completion Date</b>
Principal, Assistant Principal, district supervisors and district administrators will conduct frequent and purposeful learning walks and formal observations. Feedback and support will be provided to teachers.			2024-08-26 2025-06-10
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, Assistant Principal, District Supervisors, District Administrators	Learning Walk protocol. Danielson Framework for teaching.	Yes	
<b>Anticipated Output</b>		<b>Monitoring/Evaluation (People, Frequency, and Method)</b>	
Thoughtful reflection from teachers to enhance teaching. Provide support for teachers to further enhance their lessons and student engagement.		Feedback and academic conversations.	

### Action Plan For: Student Ownership for Learning

<b>Measurable Goals:</b>			
<ul style="list-style-type: none"> <li>70% of each grade level student group will meet the 2020 MATH NWEA MAP Student Growth Norm from Fall 2024 to Spring 2025.</li> <li>70% of each grade level student group will reach proficiency for Oral Reading Fluency and Oral Reading Accuracy</li> <li>70% of each grade level student group will meet the 2020 Reading NWEA MAP Student Growth Norm from Fall 2024 to Spring 2025.</li> </ul>			
<b>Action Step</b>			<b>Anticipated Start/Completion Date</b>
Data binders and goal setting will be used by students to track their learning.			2024-08-26 2025-06-10
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, Assistant Principal, teachers	Binder samples, goal setting sheets.	Yes	
<b>Action Step</b>			<b>Anticipated Start/Completion Date</b>
All teachers implement Learning Targets .			2024-08-26 2025-06-10
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, Assistant Principal, District Supervisors, District Coaches	Develop meaningful Learning Targets	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students more engaged in the lessons, leading to growth in ELA & Mathematics.	Learning Walks & Observations

### Action Plan For: Equity and Inclusion

Measurable Goals:
<ul style="list-style-type: none"> <li>70% of each grade level student group will meet the 2020 MATH NWEA MAP Student Growth Norm from Fall 2024 to Spring 2025.</li> <li>70% of each grade level student group will reach proficiency for Oral Reading Fluency and Oral Reading Accuracy</li> <li>70% of each grade level student group will meet the 2020 Reading NWEA MAP Student Growth Norm from Fall 2024 to Spring 2025.</li> </ul>

Action Step	Anticipated Start/Completion Date	
All staff mindful of inclusivity of all students.	2024-08-26	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Equity Team, Principal, Assistant Principal	District Equity Meetings to support school team	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All students will feel welcomed and included which will lead to more academic success.	Regular observations.

## Expenditure Tables

### School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

### Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"><li>• Implement all facets of Savaas Envision Program</li><li>• HMH Reading Curriculum</li><li>• Small group after school instruction</li><li>• Trauma Informed Care Strategies</li><li>• Restorative Practices</li><li>• Learning Walks and Danielson Framework for Observations</li><li>• Student Ownership for Learning</li><li>• Positive Behavioral Intervention and Supports</li></ul>	Title 1 Staff Salaries	578676.00
Instruction	<ul style="list-style-type: none"><li>• Implement all facets of Savaas Envision Program</li><li>• HMH Reading Curriculum</li><li>• Small group after school instruction</li></ul>	Title 1 Staff Benefits	190151.00

	<ul style="list-style-type: none"> <li>• Trauma Informed Care Strategies</li> <li>• Restorative Practices</li> <li>• Learning Walks and Danielson Framework for Observations</li> <li>• Student Ownership for Learning</li> <li>• Positive Behavioral Intervention and Supports</li> </ul>		
Instruction	<ul style="list-style-type: none"> <li>• Implement all facets of Savaas Envision Program</li> <li>• HMH Reading Curriculum</li> <li>• Small group after school instruction</li> <li>• Trauma Informed Care Strategies</li> <li>• Restorative Practices</li> <li>• Learning Walks and Danielson Framework for Observations</li> <li>• Student Ownership for Learning</li> <li>• Positive Behavioral Intervention and Supports</li> </ul>	MTSS Supplies	3000.00
Instruction	<ul style="list-style-type: none"> <li>• Implement all facets of Savaas Envision Program</li> <li>• HMH Reading Curriculum</li> </ul>	Tutor Salaries	25200.



	<ul style="list-style-type: none"> <li>• Small group after school instruction</li> <li>• Trauma Informed Care Strategies</li> <li>• Restorative Practices</li> <li>• Learning Walks and Danielson Framework for Observations</li> <li>• Student Ownership for Learning</li> <li>• Positive Behavioral Intervention and Supports</li> </ul>		
Instruction	<ul style="list-style-type: none"> <li>• Implement all facets of Savaas Envision Program</li> <li>• HMH Reading Curriculum</li> <li>• Small group after school instruction</li> <li>• Trauma Informed Care Strategies</li> <li>• Restorative Practices</li> <li>• Learning Walks and Danielson Framework for Observations</li> <li>• Student Ownership for Learning</li> <li>• Positive Behavioral Intervention and Supports</li> </ul>	Tutor Benefits	8459.00
Instruction	<ul style="list-style-type: none"> <li>• Implement all facets of Savaas Envision Program</li> </ul>	Guidance Salaries	59495.00

	<ul style="list-style-type: none"> <li>• HMH Reading Curriculum</li> <li>• Small group after school instruction</li> <li>• Trauma Informed Care Strategies</li> <li>• Restorative Practices</li> <li>• Learning Walks and Danielson Framework for Observations</li> <li>• Student Ownership for Learning</li> <li>• Positive Behavioral Intervention and Supports</li> </ul>		
Instruction	<ul style="list-style-type: none"> <li>• Implement all facets of Savaas Envision Program</li> <li>• HMH Reading Curriculum</li> <li>• Small group after school instruction</li> <li>• Trauma Informed Care Strategies</li> <li>• Restorative Practices</li> <li>• Learning Walks and Danielson Framework for Observations</li> <li>• Student Ownership for Learning</li> <li>• Positive Behavioral Intervention and Supports</li> </ul>	Guidance Benefits	19971.00

Instruction	<ul style="list-style-type: none"> <li>• Implement all facets of Savaas Envision Program</li> <li>• HMH Reading Curriculum</li> <li>• Small group after school instruction</li> <li>• Trauma Informed Care Strategies</li> <li>• Restorative Practices</li> <li>• Learning Walks and Danielson Framework for Observations</li> <li>• Student Ownership for Learning</li> <li>• Positive Behavioral Intervention and Supports</li> </ul>	Library Salaries	58840.
Instruction	<ul style="list-style-type: none"> <li>• Implement all facets of Savaas Envision Program</li> <li>• HMH Reading Curriculum</li> <li>• Small group after school instruction</li> <li>• Trauma Informed Care Strategies</li> <li>• Restorative Practices</li> <li>• Learning Walks and Danielson Framework for Observations</li> <li>• Student Ownership for Learning</li> </ul>	Library Benefits	19752.

	<ul style="list-style-type: none"><li>• Positive Behavioral Intervention and Supports</li></ul>			
Other Expenditures	<ul style="list-style-type: none"><li>• Implement all facets of Savaas Envision Program</li><li>• HMH Reading Curriculum</li><li>• Small group after school instruction</li><li>• Trauma Informed Care Strategies</li><li>• Restorative Practices</li><li>• Learning Walks and Danielson Framework for Observations</li><li>• Student Ownership for Learning</li><li>• Positive Behavioral Intervention and Supports</li></ul>	Parent Involvement Supplies/Food	4100.	
Total Expenditures				967644

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implement all facets of Savaas Envision Program	Implement all facets of Savaas Envision Mathematics program. Program focuses on conceptual math understanding utilizing problem based learning and visual learning. The program provides extensive intervention lessons as well as enrichment lessons.
HMH Reading Curriculum	The HMH Reading Curriculum is aligned to state and national standards. It includes a guided reading program which focuses on small group learning, with a comprehensive leveled library that represents a variety of diverse cultures, embeds practices that promote a growth mindset and best instructional practices.
Trauma Informed Care Strategies	All teachers will utilize trauma informed strategies to keep students regulated so that they can remain engaged in their lessons. The Trauma Informed Leadership Team (TILT), along with a Lakeside consultant, will continue to provide coaching and consultation for teachers throughout the school year. Professional Development opportunities regarding best practices to help students stay regulated and in the classroom for instruction will be offered throughout the school year.
Restorative Practices	Restorative Practices focuses on providing strategies needed to strengthen relationships, and social connections in the school community. Components include: effective methods to resolve conflicts; restorative circles for building social relationships and resolving social issues; monitoring reactions in stressful situations, listening with empathy, and creating shared understanding among conflicting parties.
Learning Walks and Danielson Framework for Observations	Principal, Assistant Principal, district supervisors and district administrators will conduct frequent and purposeful learning walks and formal observations. Feedback and support will be provided to teachers.
Student Ownership for Learning	Data binders and goal setting will be used by students to track their learning.
Student Ownership for Learning	All teachers implement Learning Targets .
Equity and Inclusion	All staff mindful of inclusivity of all students.

### Savaas Envision Math Program

Action Step
<ul style="list-style-type: none"> <li>Implement all facets of Savaas Envision Mathematics program. Program focuses on conceptual math understanding utilizing problem based learning and visual learning. The program provides extensive intervention lessons as well as enrichment lessons.</li> </ul>
Audience
Grade level and special education teachers
Topics to be Included

Best practices in mathematics instruction. Utilization of all program resources including intervention resources		
<b>Evidence of Learning</b>		
Increased student growth and proficiency.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Mathematics Supervisor	2024-08-26	2025-06-10

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	Monthly data meeting.
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

### HMH Reading

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>The HMH Reading Curriculum is aligned to state and national standards. It includes a guided reading program which focuses on small group learning, with a comprehensive leveled library that represents a variety of diverse cultures, embeds practices that promote a growth mindset and best instructional practices.</li> </ul>		
<b>Audience</b>		
All teachers		
<b>Topics to be Included</b>		
Best practices for teaching the science reading utilizing the HMH curriculum.		
<b>Evidence of Learning</b>		
Increased student growth and proficiency.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
ELA Supervisor	2024-08-26	2025-06-10

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	

## Social Emotional Learning

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Restorative Practices focuses on providing strategies needed to strengthen relationships, and social connections in the school community. Components include: effective methods to resolve conflicts; restorative circles for building social relationships and resolving social issues; monitoring reactions in stressful situations, listening with empathy, and creating shared understanding among conflicting parties.</li> </ul>		
<b>Audience</b>		
Teachers and staff.		
<b>Topics to be Included</b>		
SEL, Restorative Practices, and Trauma Informed Care strategies		
<b>Evidence of Learning</b>		
Positive climate and culture		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Principal, Assistant Principal	2024-08-26	2025-06-10

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>2d: Managing Student Behavior</li> <li>2a: Creating an Environment of Respect and Rapport</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
At Least 1-hour of Trauma-informed Care Training for All Staff	

## Student Ownership of Learning

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Data binders and goal setting will be used by students to track their learning.</li> <li>All teachers implement Learning Targets .</li> </ul>		
<b>Audience</b>		
Teachers		
<b>Topics to be Included</b>		
Learning Targets		
<b>Evidence of Learning</b>		
Enhanced student engagement and student learning.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
District Supervisors, District Coaches, Principal, Assistant Principal	2024-08-26	2024-06-10

### Learning Format

Type of Activities	Frequency
Inservice day	Quarterly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3c: Engaging Students in Learning</li> <li>2b: Establishing a Culture for Learning</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

### Equity Training

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>All staff mindful of inclusivity of all students.</li> </ul>		
<b>Audience</b>		
All staff		
<b>Topics to be Included</b>		
All students and staff feel welcomed in all aspects of our school.		
<b>Evidence of Learning</b>		
Positive Interactions . Students show improvement academically.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Equity team	2024-08-26	2025-06-10

### Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	3 times a year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>2a: Creating an Environment of Respect and Rapport</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	





Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Joanne M. DeVito	2024-05-30
School Improvement Facilitator Signature	Date
Joanne M. DeVito	2024-05-30