

HIGHLAND EL SCH

99 Highland Ave

Schoolwide Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

Our Mission is to provide all students a secure learning environment and exemplary academic programs that inspire all students to reach their full potential. Vision: Achieving success one student at a time. Belief Statements: 1. TRUSTING RELATIONSHIPS help support the social/emotional needs of our students and are essential to our overall success. A HIGHLY SKILLED, COMPASSIONATE and EMPATHETIC STAFF is an invaluable component of our District. TECHNOLOGY can be a powerful instructional and learning tool. The rapidly changing world increases the importance of SKILLS and DISPOSITIONS. 5. Learning happens most rapidly when it is PERSONALLY RELEVANT and AUTHENTIC. 6. A GROWTH MINDSET should be modeled and promoted.

STEERING COMMITTEE

Name	Position	Building/Group
Brett Esbenshade	Principal	Highland
Kyle Miller	School Counselor	Highland
Jessica Werntz	Intervention Specialist	Highland
Nancy Murphy	Kindergarten teacher	Highland
Julie Bachman	1st Grade teacher	Highland
Kati Prudente	3rd Grade teacher	Highland
Tammy Fulginiti	4th Grade teacher	Highland
Heidi Harnish	Learning Support Teacher	Highland
Allison Bricker	Parent	Highland PTO
Jennifer Landis	Parent	Highland PTO
Jennifer McAnany	Parent	Highland PTO
Melissa Delgado	Parent	Highland PTO
Dr. Jacy Clugston Hess	District Level Leaders	Ephrata Area School District

Name

Position

Building/Group

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ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Our students in K-4th grade will continue with setting and monitoring their goals throughout the school year.	Other
As a building, we need to continue to improve our math instruction and grow our learners in reading. Small Group Instruction, our resource of EveryDay Math, and the tech tools will help us grow our students in mathematics. The use of our FRECKLE tool is going to be integral in continuing the growth of our students in each domain. We will utilize the Freckle benchmark and our ladders to help monitor their growth.	Mathematics
As a building, we need to continue to improve our reading instruction and grow our learners in reading. Small Group Instruction and the Daily Five will help us grow our students in literacy. We need to continue to build on our writing skills through Writing City and analysis of text.	Early Literacy
We need additional data to assure that we are addressing these needs for our students	Social emotional learning

ACTION PLAN AND STEPS

Evidence-based Strategy
Student Learning and Growth

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student Ownership in Learning	By Spring of 2022, students will be tracking/monitoring growth in MATH with their specific learning targets and tools utilized on technology.
ACADIENCE	By the end of Spring 2022, 85% of our students will be AT or ABOVE BENCHMARK in ACADIENCE.
Freckle Benchmark	By the end of Spring 2022, 85% of our students in 2nd, 3rd, and 4th Grade will be AT or ABOVE BENCHMARK in the FRECKLE ALL DOMAINS BENCHMARK.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will collaborate in PLCs to discuss progress of the following goals.	2021-08-30 - 2022-06-08	Brett Esbenshade	Freckle, Reflex Math, Acadience, Intervention Specialist

Anticipated Outcome

Benchmark Tools/Reports

Monitoring/Evaluation

Benchmark Tools/Reports

Evidence-based Strategy

Use of Data to identify student needs

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Social Emotional Screener	By the end of the 2021-2022 school year social emotional screeners will be used to with all students and data reviewed by school team to see if additional supports are needed for individual students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Social emotional screeners will be used with all students and data reviewed by the school team to see if additional supports are needed for individual students.	2021-08-30 - 2022-06-03	Principal	PASS Screener, Well Being Index, Whole Child Survey

Anticipated Outcome

School team will assure that all students have the opportunity to participate in social emotional screeners. This data will be used to identify students that may need extra support.

Monitoring/Evaluation

Well Being Index

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By Spring of 2022, students will be tracking/monitoring growth in MATH with their specific learning targets and tools utilized on technology. (Student Ownership in Learning)</p>	<p>Student Learning and Growth</p>	<p>Teachers will collaborate in PLCs to discuss progress of the following goals.</p>	<p>08/30/2021 - 06/08/2022</p>
<p>By the end of Spring 2022, 85% of our students will be AT or ABOVE BENCHMARK in ACADIENCE. (ACADIENCE)</p>			
<p>By the end of Spring 2022, 85% of our students in 2nd, 3rd, and 4th Grade will be AT or ABOVE BENCHMARK in the FRECKLE ALL DOMAINS BENCHMARK. (Freckle Benchmark)</p>			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

Brett M. Esbenshade

2021-08-27

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

ELA PSSA - All Student Group Exceeded the Statewide Average Score

Math PSSA - All Student Group Exceeded the Statewide Average Score

Science PSSA - All Student Group Exceeded the Statewide Average Score

68.9% of students achieved proficient or advanced on ELA PSSA which is 12.2% less than the statewide 2030 goal.

ACADIENCE Data - Highland has experienced growth from the BEGINNING OF YEAR BENCHMARK to the END OF YEAR BENCHMARK in 1st-4th Grade according to the COMPOSITE SCORE.

55.0% of students achieved proficient or advanced on Math PSSA which is 16.8% less than the statewide 2030 goal.

We have experience growth in Freckle, Reflex Math, and Math Seeds across all grade levels.

88.3% of students achieved proficient or advanced on Science

Challenges

ELA PSSA - 68.9% of students achieved proficient or advanced on ELA PSSA which is 12.2% less than the statewide 2030 goal.

Math PSSA - 55.0% of students achieved proficient or advanced on Math PSSA which is 16.8% less than the statewide 2030 goal.

68.9% of students achieved proficient or advanced on ELA PSSA which is 12.2% less than the statewide 2030 goal.

ACADIENCE Data is only one measure. We are looking into doing some more work with Freckle and DRAs as we move forward.

55.0% of students achieved proficient or advanced on Math PSSA which is 16.8% less than the statewide 2030 goal.

We want to increase our proficiency in Freckle across 2nd, 3rd, and 4th Grade on the Freckle Math Benchmark.

We want to increase our fact fluency in addition and subtraction across 2nd Grade. We want to increase our fact fluency in multiplication and division across 3rd and 4th Grade.

We want to increase our growth in Math Seeds across Kindergarten and 1st Grade.

Strengths

PSSA compared to the statewide average of 83.0%.

All Fourth Grade Students participate in Career Readiness lessons with the school counselor

72.0% of students considered economically disadvantaged met the standard for demonstrating growth in ELA. PSSA.

75.0% of students considered economically disadvantaged met the standard for demonstrating growth in Math. PSSA.

The Highland Leadership Team really focuses on the following four goals for our students. 1. Strengthen our partnership between students, teachers, staff members and families. 2. Improve our Highland community to ensure that everyone feels safe at school, enjoys being at school, believes good behavior is noticed, and knows there is an adult who will help them if they need it. 3. Focus on the 10 qualities of a Mountaineer which aligns to the dispositions of a Life Ready Graduate. 4. Strengthen students awareness of their learning through the use of data notebooks to help our learners set goals, monitor their growth and celebrate their achievements.

Challenges

81.1% of economically disadvantaged group met proficiency in Science-PSSA.

N/A

61.7% of students considered economically disadvantaged achieved proficient or advanced on ELA PSSA which is 19.4% less than the statewide 2030 goal.

45.7% students considered economically disadvantaged achieved proficient or advanced on Math PSSA which is 26.1% less than the statewide 2030 goal.

We need to continue to work with all of students as they navigate MATH and ELA learning targets. We want to continue to strengthen students awareness of their learning through the use of data notebooks to help our learners set goals, monitor their growth and celebrate their achievements.

Establish assessment data to track and monitor social emotional well being.



Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

ELA PSSA - 68.9% of students achieved proficient or advanced on ELA PSSA which is 12.2% less than the statewide 2030 goal.

As a building, we need to continue to improve our reading instruction and grow our learners in reading. Small Group Instruction and the Daily Five will help us grow our students in literacy.

Math PSSA - 55.0% of students achieved proficient or advanced on Math PSSA which is 16.8% less than the statewide 2030 goal.

As a building, we need to continue to improve our math instruction and grow our learners in reading. Small Group Instruction, our resource of EveryDay Math, and the tech tools will help us grow our students in mathematics.

We want to increase our proficiency in Freckle across 2nd, 3rd, and 4th Grade on the Freckle Math Benchmark.

We want to increase our fact fluency in addition and subtraction across 2nd Grade. We want to increase our fact fluency in multiplication and division across 3rd and 4th Grade.

Our game plan for 2nd Grade will be the use of REFLEX MATH to help our learners improve their fact fluency in addition and subtraction. This will be a main focus during marking periods one and two, with a continue monitoring during the third and fourth marking periods.

We want to increase our growth in Math Seeds across

Challenges**Discussion Point****Priority for Planning**

Kindergarten and 1st Grade.

We need to continue to work with all of students as they navigate MATH and ELA learning targets. We want to continue to strengthen students awareness of their learning through the use of data notebooks to help our learners set goals, monitor their growth and celebrate their achievements.

Our students in K-4th grade will continue with setting and monitoring their goals throughout the school year.

61.7% of students considered economically disadvantaged achieved proficient or advanced on ELA PSSA which is 19.4% less than the statewide 2030 goal.

45.7% students considered economically disadvantaged achieved proficient or advanced on Math PSSA which is 26.1% less than the statewide 2030 goal.

Establish assessment data to track and monitor social emotional well being.

ADDENDUM B: ACTION PLAN

Action Plan: Student Learning and Growth

Action Steps	Anticipated Start/Completion Date
Teachers will collaborate in PLCs to discuss progress of the following goals.	08/30/2021 - 06/08/2022
Monitoring/Evaluation	Anticipated Output
Benchmark Tools/Reports	Benchmark Tools/Reports
Material/Resources/Supports Needed	PD Step
Freckle, Reflex Math, Acadience, Intervention Specialist	yes
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Action Plan: Use of Data to identify student needs

Action Steps	Anticipated Start/Completion Date
Social emotional screeners will be used with all students and data reviewed by the school team to see if additional supports are needed for individual students.	08/30/2021 - 06/03/2022
Monitoring/Evaluation	Anticipated Output
Well Being Index	School team will assure that all students have the opportunity to participate in social emotional screeners. This data will be used to identify students that may need extra support.
Material/Resources/Supports Needed	PD Step
PASS Screener, Well Being Index, Whole Child Survey	no
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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By Spring of 2022, students will be tracking/monitoring growth in MATH with their specific learning targets and tools utilized on technology. (Student Ownership in Learning)	Student Learning and Growth	Teachers will collaborate in PLCs to discuss progress of the following goals.	08/30/2021 - 06/08/2022
By the end of Spring 2022, 85% of our students will be AT or ABOVE BENCHMARK in ACADIENCE. (ACADIENCE)			
By the end of Spring 2022, 85% of our students in 2nd, 3rd, and 4th Grade will be AT or ABOVE BENCHMARK in the FRECKLE ALL DOMAINS BENCHMARK. (Freckle Benchmark)			



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Reflective Planning PLCs and Data PLCs	Teachers, Administrator, Intervention Specialist, Counselor	Reading and Math growth
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Data Notebooks, Reports	08/30/2021 - 06/08/2022	Brett Esbenshade
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting	
4d: Participating in a Professional Community		
1d: Demonstrating Knowledge of Resources		
4a: Reflecting on Teaching		
1b: Demonstrating Knowledge of Students		
4b: Maintaining Accurate Records		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Post Schoolwide plan on the federal programs page for family access.	Schoolwide Plan	District Website	Parents and Families	Fall 2021
