

Highland Elementary

Year: 2024-25

District Vision: *We are GP! A learning community committed to excellence and success for all.*

School Mission: *We are committed to a high-quality education that empowers each student to reach their potential and become responsible, productive, successful citizens.*

School Improvement Goals

Goal #1: By the end of the 23-24 school year, students by grade will be at (green) or above (blue) benchmark on the year end Acadience reading screener. Kindergarten 65% (45% Blue 20% Green) 1st 75% (45% Blue 25% Green) 2nd 60% (30% Green 30% Blue) 3rd 75% (40% Blue 35% Green) 4th Grade 65% (45% Blue 20% Green) 5th 70% (50% Blue 20% Green)

Specific Strategies	I=Instruction S=Systems L=Leadership C=Culture	Evidence of Success	Who is Responsible	Target Dates
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Fully implement a new reading curriculum in all grades.	I,S,L,C	Observation of implementation, improved growth on academic measures	All Staff	9/24-6/25
Implement structured literacy in all grades K-2.	I	Lesson observation, input from literacy specialist, grade level planning	K-2 Staff, LS, Support Staff	9/24-6/25
Staff training on effective small group instruction.	I,S	Completed training, implementation of new ideas in small group time	DO, All Staff	Fall 24
Continued refinement and monitoring of our RTIi system.	I,S,L,C	Weekly meeting of core 4, universal screenings and data reviews. IPM referrals	Core 4	DO, LS, Principal
Regular data reviews for students who are indicating academic concerns to make a determination to move to the IPM process.	I,S	Weekly core 4 meetings, two regular IPM meeting cycles scheduled at 6 week intervals	Core 4, Identified staff for IPM's	Weekly 9/24-6/25
Revise core reviews to reflect systems monitoring and effectiveness of core instruction.	I,S,L	Preparation of the Literacy Specialist, Core review agenda 3 times yearly	DO, LS, BIS, Resource, and Principal	9/24, 1/25,5/25
Change the role of the literacy specialist to include a coaching model to improve core instruction.	C,L	Literacy Specialist, Special Training in leadership and coaching, LS implementing grade level and individual coaching	DO, LS, Principal	Fall 24
Continual professional development for the new reading curriculum throughout the school year.	I,S,L,C	Agendas and attendance to the district provided PD opportunities around ELA and implementation.	All Staff	9/24-6/25

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Goal #2: By the end of the 2024-2025 school year we will increase our rate of students with regular attendance (90% or more) by 10% from 75% (23-24) to 85% (24-25).

Specific Strategies	I=Instruction S=Systems L=Leadership C=Culture	Evidence of Success	Who is Responsible	Target Dates
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Monthly PBIS assemblies that focus on behavior and schoolwide attendance.	C	The big board by the library will have monthly attendance by grade. The grade with the highest attendance will get to fly an attendance flag for one month	Principal, Classroom Teachers	9/24-6/25
Core 4 review meetings	S,L	Attendance concerns are reviewed in weekly meetings with Title 1, Resource Room, and Behavior Intervention Specialist. All data is tracked on a running document for the year.	Principal, Title Resource, BIS	Weekly
Parent Square Messaging	I	Districtwide communications regarding attendance sent weekly in September. Monthly attendance facts and “did you knows?”	Principal	Monthly
Targeted Attendance Interventions	S,L	Students at risk for chronic non attendance are identified, documented, and individual phone call made to families to discuss attendance and barriers	Principal, BIS	Every 8 weeks
A2A (Attention to Attendance)	S	Regular attendance review, data collection, and family communication regarding attendance concerns.	Principal, Office Staff	Weekly 24-25 School Year
Targeted Attendance Incentives	S,L	Students will be identified who might positively respond to attendance incentives.	Principal	24-25 School Year
	S,L	A2A conferences will be completed and noted in the A2A system.		24-25

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Completion of A2A attendance conferences with parents of students with at risk attendance	L,C	Principal to send regular video messaging promoting positive attendance	Principal	School Year
Regular video messaging from Principal			Principal	24-25 School Year

Goal #3: By the end of the 24-25 school year, we will increase our score in the area of Belonging on the Youth Truth Survey to 56%, an increase of 20% (from 36%) . Belonging on the survey reflects the degree to which students feel welcome at school.

Specific Strategies	I=Instruction S=Systems L=Leadership C=Culture	Evidence of Success	Who is Responsible	Target Dates
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Continued implementation of 2nd Steps SEL curriculum	I	2nd Steps pacing guide, lesson plans, scheduled time for SEL in the master schedule	Principal, Teaching Staff	24-25 School Year
H.A.W.K.S (Helping All With Kindness and Service) Student Leadership Club	C,L	Student Leadership meets twice a month to develop and perform acts of service to others at our school	Principal, Mrs. Jackson	24-25 School Year
PBIS Assemblies	C,L	Monthly assemblies featuring fun activities to celebrate positive PBIS and Attendance at Highland	Principal	Monthly
Big Board	C,L,S	The big bulletin board features monthly Hawk Award winners as well as exemplary class work.	Principal, Classroom Teachers	Monthly
PD focused on student belonging	I	Professional Development opportunities will be created to increase awareness and practical strategies for increase student belonging	Principal	24-25 School Year
Increased morning greeting opportunities	C	Create a staffing schedule to ensure all students are greeted multiple times before arriving at their classrooms Calendared spirit activities that are spread out throughout the year.	All Staff	24-25 School Year
School Spirit Activities	C	Spirit Gear days every Friday	All Staff	24-25 School Year
Targeted students survey in the are of belonging	C,L	Data analysis, and targeted interventions focused on improving relationships and belonging	Principal	Jan 2025
	C,L			Jan 2025

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<p>Review the criteria for belonging on the youth truth survey</p> <p>Exit year-end survey using the youth truth criteria questions</p>	<p>C</p>	<p>Review each individual question criteria for the student belonging section of youth truth. Identify most deficit areas, and create an intentional plan to meet the need.</p> <p>Create an exit survey to give us a comparison point to the youth truth data given in February 2025.</p>	<p>Principal, All Staff</p> <p>Principal, All Staff</p>	<p>May 25</p>
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