

School Strategic Plan History Log

Cabell County Schools (012) Public District - FY 2024 - Highlawn Elementary School (012-239) Public School - School Strategic Plan - Rev 0

[View All Status/Comments](#)

| Date | User | Status (S) / Comment (C) | S / C |
|--------------------------|---------------------|--|-------|
| 9/1/2023 9:39:32 AM | Kelly Watts | Status changed to 'School Strategic Plan Approved by County'. | S |
| 8/31/2023 11:15:26 PM | Robin Harmon | Status changed to 'School Strategic Plan Completed'. | S |
| 8/29/2023 8:40:31 PM | Kristin Giles | Status changed to 'School Strategic Plan Returned Not Approved by County'. | S |
| 6/5/2023 1:47:47 PM | Robin Harmon | Status changed to 'School Strategic Plan Completed'. | S |
| 3/28/2023 12:39:56 PM | Robin Harmon | Status changed to 'School Strategic Plan Started'. | S |
| 1/17/2023 11:23:30 AM | Elizabeth Younis | Status changed to 'School Strategic Plan Not Started'. | S |

Cabell County Schools (012) Public District - FY 2024 - Highlawn Elementary School (012-239) Public School - School Strategic Plan - Rev 0

*** Please identify all planning team members, including team members' titles and email addresses. The plan shall be developed in consultation with teachers, principals, administrators, other appropriate school personnel, and LSIC members.**

FY2024 Planning Team

- Mary Lopez, 1st grade teacher, Leadership team, LSIC member, Faculty Senate President, mlopez@k12.wv.us,
- Chana Dixon, Special Education Resource Teacher, MDAT/PBIS cddixon@k12.wv.us
- Angela Riner, Title I Math teacher, Leadership team amriner@k12.wv.us
- Robin Harmon, Principal, rharmon@k12.wv.us
- Teresa Chapman, 2nd grade teacher, Leadership team, LSIC member tchapma@k12.wv.us
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- Anna Laura Dorey, Parent Partner adorey@k12.wv.us
- Robin Blankenship, 3rd grade teacher rcblankenship@k12.wv.us
- Heather James, LSIC Chairperson heather.dempseyjames@k12.wv.us
- Phillip James, Parent LSIC member philjames74@gmail.com
- Mary Perdue, Kindergarten Assistant teacher, LSIC member mary.perdue@k12.wv.us
- Christina Haymaker, LSIC Member, Highlawn Parent
- Brittany Ferguson, Rubberlite Business Partner, LSIC
- Jason Perry, Bus Driver, LSIC member
- Jason Shepherd, Parent, LSIC member
- Trevor Lanz, Community Member, LSIC member pastortrevorlanz@gmail.com
- Vicki Adkins, LSIC Member, Highlawn Community member
- Renee Walters, LSIC Member, School Counselor renee.walters@k12.wv.us

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*** What are the core beliefs guiding continuous improvement? Utilizing the core beliefs state the mission demonstrating support for all learners.**

Core Beliefs/Mission Statement: Highlawn Elementary believes that each student can learn. As a school, we strive to inspire and empower each of our students to reach their highest potential while becoming lifelong learners. To us, this means ensuring that all of our students have the resources available to reach their potential and become learners for life by taking ownership of their learning. The core beliefs of our school guide the school as a whole. From the students and their families to the teachers and staff our goal is to believe that all students can learn. Therefore as a school community we strive to inspire and empower each of them to reach their highest potential so they will become lifelong learners.

Vision: Our vision is that each one of our Highlawn Elementary students will become lifelong learners. They will be equipped with the academic skills, resources and the motivation needed to become lifelong learners.

School Strategic Plan - Demographic Data

Cabell County Schools (012) Public District - FY 2024 - Highlawn Elementary School (012-239) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Demographic Data

| Student Groups | State (2022-23) | County (2022-23) | School (2022-23) |
|---|------------------------|-------------------------|-------------------------|
| | % of Students | % of Students | % of Students |
| All | 100.00 | 100.00 | 100.00 |
| Status | | | |
| Economically Disadvantaged | 51.28 | 53.17 | 72.45 |
| English Learners | 0.87 | 0.94 | 1.24 |
| Foster Care | 1.46 | 1.67 | 3.41 |
| Homeless | 3.09 | 2.88 | 2.17 |
| Military Connected | 0.17 | 0.02 | 0.31 |
| Students with Disabilities | 18.05 | 21.53 | 20.74 |
| Race | | | |
| American Indian or Alaska Native | 0.25 | 0.52 | 0.93 |
| Asian | 0.99 | 1.41 | 1.86 |
| Black or African American | 7.23 | 11.78 | 11.76 |
| Hispanic or Latino Native | 2.20 | 1.54 | 4.33 |
| Multi-Racial | 0.43 | 1.02 | 15.48 |
| Native Hawaiian or Other Pacific Islander | 0.14 | 0.13 | -- |
| White | 88.57 | 82.60 | 65.33 |
| Gender | | | |
| Female | 48.35 | 48.02 | 49.85 |
| Male | 51.65 | 51.98 | 50.15 |

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

*** In the text box below, summarize the other (locally obtained) demographic data and results that have been reviewed and will be part of decision making (i.e. LEA collected demographic data, school counselor data collection, quantitative/qualitative survey results, homeless identification/support methods,**

EL screener data and supports the EL students, methods of stakeholder communication and involvement, staff/parent trainings, results of parent and family engagement opportunities, enrollment/transient/out of area transfers, retention data, related staff/parent trainings, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

| FY22 Demographic Data | FY22 Demographic Data | FY 23 Demographic Data |
|-----------------------------------|--|--|
| Low SES | 72% | 72% |
| English Learners | 1.72 | 1% |
| Homeless | 0.89 | 9% |
| Foster Care | 2.76 | 5% |
| Students with Disabilities | 21.03 | 21% |
| Military Connected | 0.01 | 15% |
| Race | Asian 0.34 Black/African Am 10.69 Hispanic/Latino 5.52 Multi-racial 17.24 White 66.21 | Asian 3% Black/African Am 12% Hispanic/Latino 5% Multi-racial 18% White 62% |
| Gender | Male 57.24 Female 42.76 | Male: 51 % 172 students Female: 49 % 165 students |

| | | |
|--|---|--|
| Enrollment Data: Transient Population | 8/2021-5/2022 Student Population: BOY 299 EOY Moved In to Highlawn: 102 Moved Out of Highlawn 92 | 8/17/2022-5/24/23 Student Population: 337 (5/24/23) Moved in: 132 (5/24/23) Moved out:120 (5/24/23) |
|--|---|--|

The variety of data that was used for this comprehensive needs assessment included:

- Counselor Logs
- Attendance data
- I-Ready Reading and Mathematics diagnostic growth.
- Homeless data
- Foster care/doubled up data
- EL Screener data
- Transient student data
- Walkthru data
- Parent Involvement data

After analyzing the data provided we found that our demographic data pertaining to enrollment had remained steady. However, we have enrolled 105 additional students and unenrolled 92 students this year. Highlawn remains diverse and this is evident due to the growth of the multi-racial and hispanic/latino subgroups. Both of these subgroups grew this school year. Our ELL population is 2x as high as county and state average. Our economically disadvantaged status grew and was almost 20% more than the county and 22% more than the state average. In addition to those numbers our disabilities area 1% less than the county and 1% more than the state. Our students in Foster care grew a great deal this year. At the present time, not all of the students in Foster care are still present, but overall our Foster care status has grown and we have more students than the state and county on average. When looking at enrollment overall, we had more transient students this year than in the last couple of years. Although we've had quite a few more enroll and unenroll our student population has remained steady.

Continue Family Involvement Activities Family involvement has been at an all time high. We have had all parents at the school this year for at least one activity. 100% of parents attended at least one activity during the school year.

Continue using a variety of communication methods to increase family involvement: The Leadership Team along with Highlawn staff feel that utilizing a variety of communication methods and encouraging family and parents to attend activities has led to more family involvement this year. This in itself has helped to increase our overall student academic performance.

Student Attendance 92% YTD, 24.83% Chronically absent

Continue utilizing intervention data for a variety of uses. Intervention Data used for SAT files and to groups students for classroom, after school placements, and intervention groups.

Continue afterschool program, but add to the program,"FastForward."reading. Afterschool Data(students attending afterschool performance compared to those not attending afterschool program) School attendance increased for students after school by >15% on the days of after school. The Leadership Team feel that this is due impart to having the supper program as well as small group hands-on activities.

Continue the use of benchmark data. We will utilize this data weekly to meet the needs of the students. Benchmarks: Benchmark data utilized to meet the needs of the students.

CONTINUE using the Walkthrough data and add more areas to be targeted to assess student authentic learning. Walkthrough data showed engaged students and adults.

Stop focusing on Time on task was verified by walkthrough data and I-Ready data. Time on task improved over the previous year. Start/Continue focusing on passing lessons and growing percentage on a weekly basis.

Demographic Needs Assessment Summary:

* After review of all identified data results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

After analyzing the data provided we found that our demographic data pertaining to enrollment had remained steady. However, we have enrolled 132 additional students and unenrolled 120 students this year. Our overall student population grew by 38 students by the end of the year. Throughout the year our enrolled fluctuated between 330 to 350. Highlawn remains diverse and this is evident due to the growth of the multi-racial and hispanic/latino subgroups. Both of these subgroups grew this school year. Our ELL population is 2x as high as county and state average. Our economically disadvantaged status grew and was almost 20% more than the county and 22% more than the state average. In addition to those numbers our disabilities area 1% less than the county and 1% more than the state. Our students in Foster care grew a great deal this year as well as the homeless population. At the present time, our Foster care status has grown and we have more students than the state and county on average. When looking at enrollment overall, we had more transient students this year than in the last couple of years. This is due to the redistricting and adding the students from Project Hope and City Mission (this is downtown and almost three miles from our school). We feel that this distance has attributed to those students missing more days than they would have if they were closer to their home school. Many of the parents at Project Hope and the City Mission do not have transportation. Therefore when the students miss the bus they end of staying home and missing school.

Continue Family Involvement Activities Family involvement has been at an all time high. We have had all parents at the school this year for at least one activity this school year.

Continue using a variety of communication methods to increase family involvement: The Leadership Team along with Highlawn staff feel that utilizing a variety of communication methods and encouraging family and parents to attend activities has led to more family involvement this year. This in itself has helped to increase our overall student academic performance.

Student Attendance EOY 23 88.78% YTD, 42.43% Chronically absent FY23 We feel that this is to due to making parents more accountable for student absences. They can't just call the school and say they have covid, etc. to be excused. We have also found that other sicknesses have returned. These are strep throat, flu, and hand/foot/mouth, just to name a few. Most elementary parents are good at reaching out and letting the teachers know when the children are going to be absent or were absent. Also, more parents are keeping students home at the first sign of sickness in order to keep from spreading the illness (regardless of what it is). Our school is going to work on a new attendance incentive FY24 to encourage our students (especially those that have chronic absences) to attend school as much as possible.

Continue utilizing intervention data for a variety of uses. Intervention Data used for SAT files and to groups students for classroom, after school placements, and intervention groups.

Continue afterschool program, but add to the program, "FastForward." reading. Afterschool Data (students attending afterschool performance compared to those not attending afterschool program) School attendance increased for students after school by >15% on the days of after school. The Leadership Team

feel that this is due impart to having the supper program as well as small group hands-on activities.

Continue the use of benchmark data. We will utilize this data weekly to meet the needs of the students. Benchmarks: Benchmark data utilized to meet the needs of the students.

CONTINUE using the Walkthrough data and add more areas to be targeted to assess student authentic learning and engagement. Walkthrough data showed engaged students and adults.

Stop focusing on Time on task was verified by walkthrough data and I-Ready data. Time on task improved over the previous year. Start/Continue focusing on passing I-Ready lessons and growing percentage on a weekly basis.

School Strategic Plan - Academic Data

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School Strategic Plan - Academic Data

Color Reference Guide

| | |
|--|---|
| Exceeds Standard |  |
| Meets Standard |  |
| Partially Meets Standard |  |
| Does Not Meet Standard |  |
| Below Cell Size |  |
| <p>Due to the Assessment Waiver received by WVDE for the 2019-20 school year, there will be no Assessment data or Scorecard Ratings in the GPS data tables.</p> | |

2030 Annual English Language Arts (ELA) Goal Targets

| | 2017 (Base) | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 |
|---------------|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Target | 45.19 | 47.30 | 49.41 | 49.41 | 51.51 | 53.62 | 55.73 | 57.84 | 59.95 | 62.05 | 64.16 | 66.27 | 68.38 | 70.49 | 72.60 |

NOTE: To review subgroup target information, please visit [ZoomWV for Educators](#)

ELA Proficiency

| Student Groups | School (2019-20) | School (2020-21) | School (2021-22) | 2021-22 Scorecard Rating | County (2021-22) | State (2021-22) |
|----------------------------|------------------|------------------|------------------|--|------------------|-----------------|
| | % of Students | % of Students | % of Students | | % of Students | % of Students |
| All | -- | 20.21 | 36.45 |  | 46.40 | 41.83 |
| Status | | | | | | |
| Economically Disadvantaged | -- | 21.21 | 28.05 |  | 32.78 | 31.26 |
| English Learners | -- | 0.00 | 0.00 |  | 26.32 | 11.70 |
| Foster Care | -- | 0.00 | 0.00 |  | 25.34 | 24.08 |
| Homeless | -- | -- | 60.00 |  | 36.78 | 26.23 |

| | | | | | | |
|---|----|-------|-------|--|-------|-------|
| Military Connected | -- | -- | -- | | 0.00 | 52.94 |
| Students with Disabilities | -- | 0.00 | 11.11 | | 13.23 | 11.06 |
| Race | | | | | | |
| American Indian or Alaska Native | -- | -- | -- | | 12.50 | 28.26 |
| Asian | -- | -- | -- | | 76.92 | 70.21 |
| Black or African American | -- | 0.00 | 50.00 | | 22.92 | 26.27 |
| Hispanic or Latino Native | -- | 0.00 | 16.67 | | 48.24 | 36.45 |
| Multi-Racial | -- | 8.70 | 42.86 | | 41.29 | 36.93 |
| Native Hawaiian or Other Pacific Islander | -- | -- | -- | | -- | 45.28 |
| White | -- | 26.98 | 35.14 | | 48.27 | 42.67 |
| Gender | | | | | | |
| Female | -- | 23.81 | 31.82 | | 52.06 | 46.48 |
| Male | -- | 17.31 | 39.68 | | 41.04 | 37.43 |

ELA Academic Progress

| Student Groups | School (2021-22) | 2021-22 Scorecard Rating | County (2021-22) | State (2021-22) |
|----------------------------------|------------------|--------------------------|------------------|-----------------|
| | % of Students | | % of Students | % of Students |
| All | 51.32 | | 48.87 | 46.05 |
| Status | | | | |
| Economically Disadvantaged | 44.64 | | 43.86 | 41.93 |
| English Learners | 0.00 | | 36.84 | 37.91 |
| Foster Care | 0.00 | | 39.97 | 36.98 |
| Homeless | 75.00 | | 48.21 | 41.82 |
| Students with Disabilities | 30.00 | | 36.53 | 33.10 |
| Race | | | | |
| American Indian or Alaska Native | -- | | 25.00 | 26.79 |
| Asian | -- | | 78.95 | 67.70 |
| Black or African American | 40.00 | | 43.26 | 37.93 |
| Hispanic or Latino Native | 0.00 | | 42.86 | 45.70 |
| Multi-Racial | 63.16 | | 48.17 | 44.54 |

| | | | | |
|---|-------|--|-------|-------|
| Native Hawaiian or Other Pacific Islander | -- | | -- | 39.13 |
| White | 49.02 | | 49.33 | 46.34 |
| Gender | | | | |
| Female | -- | | -- | -- |
| Male | -- | | -- | -- |

Reading Lexile Distribution - School (2021-22)

| Grade | Average Lexile | % Below Grade Level | % Grade-Level Band to Proficiency | % Proficiency to Top of CCR Band | % Above Top of CCR Band |
|-------|----------------|---------------------|-----------------------------------|----------------------------------|-------------------------|
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 11 | | | | | |

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected ELA data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA21, CA-CIAs, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

ELA

BOY I-Ready Reading: Tier 1: 16%; Tier 2 38%; Tier 3: 46%

EOY I-Ready Reading: Tier 1: 50%; Tier 2 32%; Tier 3: 34%

114% Schoolwide Typical Growth

Reading Interpretation: 15% of our students moved out of Tier 3 in reading, Tier 2 grew by 14%, and ultimately Tier 1 grew by 29%. In addition to the I-Ready Reading growth our students showed raw data FY23 growth on the WVGSA of approximately 5%. I feel that Fidelity of instruction along with holding CKLA time for CKLA instruction along with our school wide additional intervention times scheduled SCHOOLWIDE have made a difference. We also added (in addition to CKLA) additional enrichment reading activities such as MyON, Accelerated Reading, and Fast ForWord Reading. These programs provided additional reading components and activities for our students. Schoolwide Typical Growth 114%

ELA data results were also gathered from FastforWord Reading, Accelerated Reader, and MyOn. The students that participated in these programs made more overall growth than students that did not. The FastforWord program was used as a pilot in the afterschool program. The students that participated in that program made an overall growth 1 year growth in the five month period of time that it was used. However, we found that students that did not attend on a regular basis did not make growth.

| ELA Improvement Practices/Strategies Implemented (One Per Box) | Updated Implementation Results |
|--|---|
| <p>We feel that the addition of ELA interventionists has made a huge difference in our growth. One interventionist is funded through Title I and the other through the ESSERF funds. The interventionists worked collaboratively with classroom teachers to provide intervention for the students that were below level. The students with the most need were targeted in each classroom and monitored throughout the year. The student groups were adjusted as needed with students moving out of intervention groups as needed.</p> <p>Interventions: Fast ForWord Reading used in the targeted intervention groups and afterschool extended day. Mountain ELA Heggarty video lessons(all grades as needed) Letrs Rewards (intermediate) Superkids(primary) CKLA (intermediate) Dlbels Guided Reading One minute reading activities(3rd-5th gr) Heggarty</p> <p>Additional Reading support through MyON and Accelerated Reading. These two programs encouraged reading in and outside of school for our students.</p> | <p>We will continue our ELA interventions and strategies that we have implemented during FY23 to FY24. As a school, we saw a great deal of growth across the grade levels.</p> <p>Programs/Activities outside the traditional classroom that made a difference in our school results: Fast ForWord Reading Mountain ELA Afterschool Extended Day MyON Reading Library(available to all students and their families) Accelerated Reading Program (all grades) Starfall (primary) Reading Eggs(primary) The Husky Challenge(a vocabulary game created by Highlawn teachers to encourage building vocabulary and comprehension skills for our students). This game has been around Highlawn for years and it's played like The Wheel of Fortune, but with focus on increasing ELA vocabulary skills. Schoolwide Accelerated Reading Data</p> |

ELA Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

The students totally flipped their Reading Tiers. Tier 1 grew in reading as Tier 3 decreased. The results were very good for I-Ready reading data. Our students and teachers all worked very hard this school year to make this progress. Although we have seen growth this school year, we feel we need to continue to see more rigorous instruction in the classrooms and within the intervention groups to continue the upward trend across all subgroups. We will be adding FastForWord Reading for use in the intervention groups and afterschool extended day program. We piloted it in the

spring of FY23 and had great results. The students that attended the extended day program on a regular basis made one years growth in less than six months of usage. However, the students that did not attend on a regular basis did not make as much growth (if any). Our goal is to continue using it as a supplement to our county adopted program and to assist our struggling students.

2030 Annual Mathematics Goal Targets

| | 2017 (Base) | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 |
|---------------|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Target | 35.58 | 38.06 | 40.54 | 40.54 | 43.01 | 45.49 | 47.97 | 50.45 | 52.92 | 55.40 | 57.88 | 60.36 | 62.83 | 65.31 | 67.79 |

NOTE: To review subgroup target information, please visit [ZoomWV for Educators](#)

Mathematics Proficiency

| Student Groups | School (2019-20) | School (2020-21) | School (2021-22) | 2021-22 Scorecard Rating | County (2021-22) | State (2021-22) |
|---|------------------|------------------|------------------|--------------------------|------------------|-----------------|
| | % of Students | % of Students | % of Students | | % of Students | % of Students |
| All | -- | 25.53 | 34.58 | | 36.07 | 32.69 |
| Status | | | | | | |
| Economically Disadvantaged | -- | 19.70 | 28.05 | | 23.95 | 22.95 |
| English Learners | -- | 0.00 | 33.33 | | 31.58 | 15.82 |
| Foster Care | -- | 0.00 | 0.00 | | 23.39 | 17.01 |
| Homeless | -- | -- | 40.00 | | 19.66 | 18.52 |
| Military Connected | -- | -- | -- | | 0.00 | 50.27 |
| Students with Disabilities | -- | 5.88 | 11.11 | | 12.76 | 10.11 |
| Race | | | | | | |
| American Indian or Alaska Native | -- | -- | -- | | 25.00 | 22.83 |
| Asian | -- | -- | -- | | 79.49 | 67.72 |
| Black or African American | -- | 0.00 | 16.67 | | 13.62 | 16.66 |
| Hispanic or Latino Native | -- | 0.00 | 16.67 | | 29.41 | 25.76 |
| Multi-Racial | -- | 21.74 | 38.10 | | 31.12 | 26.94 |
| Native Hawaiian or Other Pacific Islander | -- | -- | -- | | -- | 35.85 |
| White | -- | 30.16 | 36.49 | | 37.86 | 33.58 |
| Gender | | | | | | |

| | | | | | | |
|--------|----|-------|-------|--|-------|-------|
| Female | -- | 16.67 | 25.00 | | 35.15 | 31.40 |
| Male | -- | 32.69 | 41.27 | | 36.94 | 33.92 |

Math Academic Progress

| Student Groups | School (2021-22) | 2021-22 Scorecard Rating | County (2021-22) | State (2021-22) |
|---|------------------|--------------------------|------------------|-----------------|
| | % of Students | | % of Students | % of Students |
| All | 52.63 | | 45.73 | 44.43 |
| Status | | | | |
| Economically Disadvantaged | 50.00 | | 38.88 | 39.18 |
| English Learners | 0.00 | | 36.84 | 35.58 |
| Foster Care | 0.00 | | 40.41 | 59.74 |
| Homeless | 100.00 | | 43.39 | 38.25 |
| Students with Disabilities | 40.00 | | 35.76 | 31.65 |
| Race | | | | |
| American Indian or Alaska Native | -- | | 25.00 | 42.11 |
| Asian | -- | | 68.42 | 72.01 |
| Black or African American | 40.00 | | 35.94 | 35.26 |
| Hispanic or Latino Native | 0.00 | | 41.82 | 40.82 |
| Multi-Racial | 47.37 | | 40.91 | 41.35 |
| Native Hawaiian or Other Pacific Islander | -- | | -- | 41.67 |
| White | 56.86 | | 46.95 | 44.86 |
| Gender | | | | |
| Female | -- | | -- | -- |
| Male | -- | | -- | -- |

Mathematics Performance Distribution - School (2021-22)

| Grade | Average Quantile | % Below Grade Level | % Grade-Level Band to Proficiency | % Proficiency to Top of CCR Band | % Above Top of CCR Band |
|-------|------------------|---------------------|-----------------------------------|----------------------------------|-------------------------|
| 3 | | | | | |
| 4 | | | | | |

| | | | | | |
|----|--|--|--|--|--|
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 11 | | | | | |

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected Math data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA21, CA-CIAs, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

BOY I-Ready Math :Tier 1: 9%; Tier 2: 40%;Tier 3: 51%

EOY I-Ready Math Tier 1: 14%; Tier 2: 38%;Tier 3: 18%

104% Schoolwide Typical Growth

Math Interpretation of I-Ready: 33% of our students moved out of Tier 3 in math, Tier 2 grew by 18%, and ultimately Tier 1 grew by 5%. In addition to the I-Ready Math growth, our students showed raw data growth on FY23 WVGSA of approximately 5%. I feel that Fidelity of instruction along with holding math time for math instruction along with school wide additional intervention times scheduled SCHOOLWIDE made a difference. We also added (in addition to Ready Math) additional enrichment math activities such as Rolling Numbers and Freckle(Renaissance).

Schoolwide Typical Growth 104%

| Mathematics Improvement Practices/Strategies Implemented (One Per Box) | Updated Implementation Results |
|--|--------------------------------|
| | |

Highlawn has daily mathematic intervention programs across the grade levels to target areas not yet mastered for some students and to enrich areas for other students as needed. This intervention is our Teach/Reteach/Enrichment for math intervention.

Mountain Math

Ready Math is used along with I-Ready online component in the classrooms
Title I Math teacher (small groups and co-teaching): Do the Math and I-Ready interventions

Title I Interventionist (small groups and co-teaching)

ESSERF Interventionist

Intervention Programs:

Ready Math with I-Ready component

Do the Math

Rolling Numbers

a. 109 students individually rolled their numbers this school year in grades 1st-5th grades.

b. 12 our 12 classes all rolled their numbers this year for 100% in that area.

Freckles Mathematics program through Renaissance purchased with Title I funds to build math fluency across the grade levels.

Intervention Groups Data Information

Schoolwide Math I-Ready BOY Green Tier 1: 7% ; EOY Tier 1: 40% 33% growth in Tier 1.....Red Tier 3: BOY 43%; EOY Tier 3: 17% 26% of the students moved out of RED in math!!! The students flipped their tiers completely.

Rolling Numbers for number fluency:

45% of our students(109) rolled their numbers 2-12's independently

100% of our classrooms(12 our of 12 classrooms) rolled their numbers for classroom awards.

Title I Math/Interventionist Data

3rd-5th grade Intervention Group Growth

3rd Grade: BOY EOY Growth

Mathematics Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

We feel that the data is a result of teachers teaching and students learning while keeping to the fidelity of instruction across the classrooms. The students have grown a great deal of overall growth in their Math Tiers. Tier 1 grew in mathematics as Tier 3 decreased therefore showing growth. The results were very good for I-Ready mathematics data. Our students and teachers all worked very hard this school year to make this progress. Although we have seen growth this school year, we feel we need to continue to see more rigorous instruction in the classrooms and within the intervention groups to continue the upward trend across all subgroups. We will continue to utilize Rolling Numbers and Freckles for supplementing the mathematics program. An additional intervention for mathematics will once again utilize vertical teaming for math intervention groups and afterschool extended day program.

English Language Proficiency Assessment Results (ELPA21)

| | School 2019-20 | School 2020-21 | School 2021-22 | County 2021-22 | State 2021-22 |
|--|----------------|----------------|----------------|----------------|---------------|
| Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA21 (Reading, Writing, Speaking & Listening) | 20.00 | 0.00 | 60.00 | 26.51 | 39.49 |

Detailed data by domain is available at [ZoomWV for Educators](#)

English Language Proficiency Assessment Results for the Reading Domain

| ELPA21 Performance Level | School 2019-20 | School 2020-21 | School 2021-22 | County 2021-22 | State 2021-22 |
|--------------------------|----------------|----------------|----------------|----------------|---------------|
| Level 1 | 1 | 3 | 2 | 14 | 348 |
| Level 2 | 1 | 1 | 1 | 10 | 346 |
| Level 3 | 3 | 0 | 1 | 29 | 596 |
| Level 4 | 0 | 0 | 1 | 14 | 207 |
| Level 5 | 0 | 0 | 0 | 11 | 166 |

English Language Proficiency Assessment Results for the Writing Domain

| ELPA21 Performance Level | School 2019-20 | School 2020-21 | School 2021-22 | County 2021-22 | State 2021-22 |
|--------------------------|----------------|----------------|----------------|----------------|---------------|
| Level 1 | 1 | 3 | 2 | 15 | 382 |
| Level 2 | 2 | 0 | 1 | 12 | 335 |
| Level 3 | 2 | 1 | 1 | 34 | 672 |
| Level 4 | 0 | 0 | 1 | 10 | 162 |
| Level 5 | 0 | 0 | 0 | 7 | 112 |

English Language Proficiency Assessment Results for the Speaking Domain

| ELPA21 Performance Level | School 2019-20 | School 2020-21 | School 2021-22 | County 2021-22 | State 2021-22 |
|--------------------------|----------------|----------------|----------------|----------------|---------------|
| Level 1 | 2 | 3 | 2 | 13 | 254 |
| Level 2 | 1 | 0 | 1 | 16 | 274 |
| Level 3 | 1 | 0 | 1 | 21 | 507 |
| Level 4 | 0 | 1 | 0 | 11 | 299 |
| Level 5 | 1 | 0 | 1 | 17 | 329 |

English Language Proficiency Assessment Results for the Listening Domain

| ELPA21 Performance Level | School 2019-20 | School 2020-21 | School 2021-22 | County 2021-22 | State 2021-22 |
|--------------------------|----------------|----------------|----------------|----------------|---------------|
| Level 1 | 0 | 0 | 0 | 6 | 131 |
| Level 2 | 1 | 1 | 0 | 4 | 125 |

| | | | | | |
|----------------|---|---|---|----|-----|
| Level 3 | 2 | 3 | 2 | 21 | 524 |
| Level 4 | 2 | 0 | 2 | 23 | 470 |
| Level 5 | 0 | 0 | 1 | 24 | 413 |

Not Applicable if EL cell size is 0

| EL Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box) | Brief Description of Success |
|---|--|
| EL Improvement practices attributed to the growth of our EL students overall. We also now have two EL teachers to mee the needs of our growing EL population. | FastForWord Reading implementation added to the success of the students acheivement. |

EL Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

The EL teachers used the EL screener and other tools to identify the EL students that needed assistance from the EL teacher. The data for the EL students at Highlawn showed growth. The growth this year is due in part to the addition of another EL teacher and the implementation of FastForWord and Accelerated reading programs. These supplemental programs allowed the students to show a great deal of growth. The EL students will be screened prior to starting the FastforWord program. The program will be continued as the students show progress. However, if they are not progressing with FastforWord reading another program or method will be used to assist these students.

Cabell County Schools (012) Public District - FY 2024 - Highlawn Elementary School (012-239) Public School - School Strategic Plan - Rev 0

School Strategic Plan - High School Graduation and Student Success Data

Color Reference Guide

| | |
|--------------------------|---|
| Exceeds Standard |  |
| Meets Standard |  |
| Partially Meets Standard |  |
| Does Not Meet Standard |  |
| Below Cell Size |  |

Not Applicable (Elementary and Middle Schools)

On Track

| Student Groups | School (2019-20) | School (2020-21) | School (2021-22) | 2021-22 Scorecard Rating | County (2021-22) | State (2021-22) |
|----------------------------------|------------------|------------------|------------------|--------------------------|------------------|-----------------|
| | % of Students | % of Students | % of Students | | % of Students | % of Students |
| All | | | | | | |
| Status | | | | | | |
| Economically Disadvantaged | | | | | | |
| English Learners | | | | | | |
| Foster Care | | | | | | |
| Homeless | | | | | | |
| Military Connected | | | | | | |
| Students with Disabilities | | | | | | |
| Race | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Asian | | | | | | |
| Black or African American | | | | | | |
| Hispanic or Latino Native | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| Multi-Racial | | | | | | |
| Native Hawaiian or Other Pacific Islander | | | | | | |
| White | | | | | | |
| Gender | | | | | | |
| Female | | | | | | |
| Male | | | | | | |

10th Graders with Twelve Earned Credits

| Student Groups | School (2019-20) | School (2020-21) | School (2021-22) | County (2021-22) | State (2021-22) |
|---|------------------|------------------|------------------|------------------|-----------------|
| | % of Students | % of Students | % of Students | % of Students | % of Students |
| All | | | | | |
| Status | | | | | |
| Economically Disadvantaged | | | | | |
| English Learners | | | | | |
| Foster Care | | | | | |
| Homeless | | | | | |
| Military Connected | | | | | |
| Students with Disabilities | | | | | |
| Race | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Hispanic or Latino Native | | | | | |
| Multi-Racial | | | | | |
| Native Hawaiian or Other Pacific Islander | | | | | |
| White | | | | | |
| Gender | | | | | |
| Female | | | | | |
| Male | | | | | |

10th Graders with two or more credits in English, Math, Science, and Social Studies

| Student Groups | School (2019-20) | School (2020-21) | School (2021-22) | County (2021-22) | State (2021-22) |
|---|------------------|------------------|------------------|------------------|-----------------|
| | % of Students | % of Students | % of Students | % of Students | % of Students |
| All | | | | | |
| Status | | | | | |
| Economically Disadvantaged | | | | | |
| English Learners | | | | | |
| Foster Care | | | | | |
| Homeless | | | | | |
| Military Connected | | | | | |
| Students with Disabilities | | | | | |
| Race | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Hispanic or Latino Native | | | | | |
| Multi-Racial | | | | | |
| Native Hawaiian or Other Pacific Islander | | | | | |
| White | | | | | |
| Gender | | | | | |
| Female | | | | | |
| Male | | | | | |

2030 4-Year Cohort Graduation Rate Goal Targets

| Base 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 |
|-----------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| | | | | | | | | | | | | | |

Graduation 4-Year Cohort

| Student Groups | School (2019-20) | School (2020-21) | School (2021-22) | 2021-22 Scorecard Rating | County (2021-22) | State (2021-22) |
|----------------|------------------|------------------|------------------|--------------------------|------------------|-----------------|
| | % of Students | % of Students | % of Students | | % of Students | % of Students |
| All | | | | | | |

| Status | | | | | | |
|---|--|--|--|--|--|--|
| Economically Disadvantaged | | | | | | |
| English Learners | | | | | | |
| Foster Care | | | | | | |
| Homeless | | | | | | |
| Military Connected | | | | | | |
| Students with Disabilities | | | | | | |
| Race | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Asian | | | | | | |
| Black or African American | | | | | | |
| Hispanic or Latino Native | | | | | | |
| Multi-Racial | | | | | | |
| Native Hawaiian or Other Pacific Islander | | | | | | |
| White | | | | | | |
| Gender | | | | | | |
| Female | | | | | | |
| Male | | | | | | |

| Graduation 5-Year Cohort | | | | | | |
|---------------------------------|------------------|------------------|------------------|--------------------------|------------------|-----------------|
| Student Groups | School (2019-20) | School (2020-21) | School (2021-22) | 2021-22 Scorecard Rating | County (2021-22) | State (2021-22) |
| | % of Students | % of Students | % of Students | | % of Students | % of Students |
| All | | | | | | |
| Status | | | | | | |
| Economically Disadvantaged | | | | | | |
| English Learners | | | | | | |
| Foster Care | | | | | | |
| Homeless | | | | | | |
| Military Connected | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| Students with Disabilities | | | | | | |
| Race | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Asian | | | | | | |
| Black or African American | | | | | | |
| Hispanic or Latino Native | | | | | | |
| Multi-Racial | | | | | | |
| Native Hawaiian or Other Pacific Islander | | | | | | |
| White | | | | | | |
| Gender | | | | | | |
| Female | | | | | | |
| Male | | | | | | |

| Post-Secondary Achievement Data | | | | | | |
|----------------------------------|------------------|------------------|------------------|--------------------------|------------------|-----------------|
| Student Groups | School (2019-20) | School (2020-21) | School (2021-22) | 2021-22 Scorecard Rating | County (2021-22) | State (2021-22) |
| | % of Students | % of Students | % of Students | | % of Students | % of Students |
| All | | | | | | |
| Status | | | | | | |
| Economically Disadvantaged | | | | | | |
| English Learners | | | | | | |
| Foster Care | | | | | | |
| Homeless | | | | | | |
| Military Connected | | | | | | |
| Students with Disabilities | | | | | | |
| Race | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Asian | | | | | | |
| Black or African American | | | | | | |
| Hispanic or Latino Native | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| Multi-Racial | | | | | | |
| Native Hawaiian or Other Pacific Islander | | | | | | |
| White | | | | | | |
| Gender | | | | | | |
| Female | | | | | | |
| Male | | | | | | |

College Readiness (AP/IB)

| Student Groups | School (2019-20) | School (2020-21) | School (2021-22) | County (2021-22) | State (2021-22) |
|---|------------------|------------------|------------------|------------------|-----------------|
| | % of Students | % of Students | % of Students | % of Students | % of Students |
| All | | | | | |
| Status | | | | | |
| Economically Disadvantaged | | | | | |
| English Learners | | | | | |
| Foster Care | | | | | |
| Homeless | | | | | |
| Military Connected | | | | | |
| Students with Disabilities | | | | | |
| Race | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Hispanic or Latino Native | | | | | |
| Multi-Racial | | | | | |
| Native Hawaiian or Other Pacific Islander | | | | | |
| White | | | | | |
| Gender | | | | | |
| Female | | | | | |
| Male | | | | | |

College Readiness (Dual Credit)

| Student Groups | School (2019-20) | School (2020-21) | School (2021-22) | County (2021-22) | State (2021-22) |
|---|-------------------------|-------------------------|-------------------------|-------------------------|------------------------|
| | % of Students | % of Students | % of Students | % of Students | % of Students |
| All | | | | | |
| Status | | | | | |
| Economically Disadvantaged | | | | | |
| English Learners | | | | | |
| Foster Care | | | | | |
| Homeless | | | | | |
| Military Connected | | | | | |
| Students with Disabilities | | | | | |
| Race | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Hispanic or Latino Native | | | | | |
| Multi-Racial | | | | | |
| Native Hawaiian or Other Pacific Islander | | | | | |
| White | | | | | |
| Gender | | | | | |
| Female | | | | | |
| Male | | | | | |

Career Readiness (CTE Completer and Advanced Courses)

| Student Groups | School (2019-20) | School (2020-21) | School (2021-22) | County (2021-22) | State (2021-22) |
|----------------------------|-------------------------|-------------------------|-------------------------|-------------------------|------------------------|
| | % of Students | % of Students | % of Students | % of Students | % of Students |
| All | | | | | |
| Status | | | | | |
| Economically Disadvantaged | | | | | |
| English Learners | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| Foster Care | | | | | |
| Homeless | | | | | |
| Military Connected | | | | | |
| Students with Disabilities | | | | | |
| Race | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Hispanic or Latino Native | | | | | |
| Multi-Racial | | | | | |
| Native Hawaiian or Other Pacific Islander | | | | | |
| White | | | | | |
| Gender | | | | | |
| Female | | | | | |
| Male | | | | | |

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, current graduation rates, supplemental programs/services, benchmarks, walkthrough data, pass/failure rates, Grad 20/20 monitoring, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

| Improvement Practices/Strategies Implemented (One Per Box) | Updated Implementation Results |
|--|--------------------------------|
| | |

High School Graduation and Student Success Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

The data looks the way it does because we are an elementary school with PK-5th grade.

School Strategic Plan - Attendance and Behavior Data

Cabell County Schools (012) Public District - FY 2024 - Highlawn Elementary School (012-239) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Attendance and Behavior Data

Color Reference Guide

| | |
|--------------------------|--|
| Exceeds Standard | |
| Meets Standard | |
| Partially Meets Standard | |
| Does Not Meet Standard | |
| Below Cell Size | |

Attendance - Percent of students chronically absent

| Student Groups | School (2019-20) | School (2020-21) | School (2021-22) | 2021-22 Scorecard Rating | County (2021-22) | State (2021-22) |
|----------------------------------|------------------|------------------|------------------|--------------------------|------------------|-----------------|
| | % of Students | % of Students | % of Students | | % of Students | % of Students |
| All | 14.67 | 10.66 | 24.66 | | 28.42 | 29.08 |
| Status | | | | | | |
| Economically Disadvantaged | 17.29 | 13.29 | 28.74 | | 39.21 | 38.44 |
| English Learners | 0.00 | 0.00 | 0.00 | | 23.86 | 24.03 |
| Foster Care | 0.00 | 0.00 | 25.00 | | 37.62 | 36.88 |
| Homeless | 0.00 | 0.0000 | 28.57 | | 47.16 | 42.27 |
| Military Connected | -- | -- | 0.00 | | 50.00 | 16.50 |
| Students with Disabilities | 10.00 | 11.11 | 31.82 | | 33.76 | 34.90 |
| Race | | | | | | |
| American Indian or Alaska Native | -- | -- | -- | | 42.86 | 29.34 |
| Asian | 0.00 | -- | 0.00 | | 20.00 | 12.16 |
| Black or African American | 15.38 | 16.67 | 37.50 | | 36.54 | 29.90 |
| Hispanic or Latino Native | 0.00 | 0.00 | 36.36 | | 36.81 | 30.28 |
| Multi-Racial | 15.63 | 6.98 | 13.64 | | 31.52 | 31.13 |

| | | | | | | |
|---|-------|-------|-------|--|-------|-------|
| Native Hawaiian or Other Pacific Islander | -- | -- | -- | | 0.00 | 19.42 |
| White | 14.93 | 11.63 | 25.85 | | 27.43 | 29.05 |
| Gender | | | | | | |
| Female | 15.00 | 10.87 | 26.04 | | 29.93 | 29.59 |
| Male | 14.29 | 10.48 | 23.58 | | 27.03 | 28.61 |

Behavior - Percent of Students with No Out of School Suspensions (excluding levels 3 and 4)

| Student Groups | School (2019-20) | School (2020-21) | School (2021-22) | 2021-22 Scorecard Rating | County (2021-22) | State (2021-22) |
|---|------------------|------------------|------------------|--------------------------|------------------|-----------------|
| | % of Students | % of Students | % of Students | | % of Students | % of Students |
| All | 99.46 | 100.00 | 99.54 | | 97.58 | 95.56 |
| Status | | | | | | |
| Economically Disadvantaged | 100.00 | 100.00 | 99.40 | | 96.57 | 94.15 |
| English Learners | 100.00 | 100.00 | 100.00 | | 100.00 | 97.49 |
| Foster Care | 100.00 | 100.00 | 100.00 | | 97.14 | 89.30 |
| Homeless | 100.00 | 100.00 | 100.00 | | 94.15 | 93.70 |
| Military Connected | -- | -- | 100.00 | | 100.00 | 99.07 |
| Students with Disabilities | 100.00 | 100.00 | 100.00 | | 96.16 | 92.96 |
| Race | | | | | | |
| American Indian or Alaska Native | -- | -- | -- | | 88.89 | 96.97 |
| Asian | 100.00 | -- | 100.00 | | 100.00 | 98.53 |
| Black or African American | 100.00 | 100.00 | 100.00 | | 94.76 | 89.69 |
| Hispanic or Latino Native | 100.00 | 100.00 | 100.00 | | 99.03 | 96.16 |
| Multi-Racial | 100.00 | 100.00 | 100.00 | | 97.44 | 94.10 |
| Native Hawaiian or Other Pacific Islander | -- | -- | -- | | -- | 100.00 |
| White | 99.25 | 100.00 | 99.32 | | 97.77 | 95.85 |
| Gender | | | | | | |
| Female | 100.00 | 100.00 | 98.96 | | 98.76 | 97.56 |
| Male | 98.81 | 100.00 | 100.00 | | 96.49 | 93.68 |

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data-attendance and/or behavior related, sub group performance, supplemental programs/services, agency supports, school counselor data, pass/failure rates, data from positive behavior supports, Grad 20/20 monitoring, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

The following data was used for behavior and attendance tracking.

Early Warning System (ZoomWV) for attendance and behavior.

WVEIS Attendance Data: Daily attendance for FY 23 is 88.78% for all students in grades PK-5.

45% of students PK-5th chronically absent for FY23 this is an increase from FY22 where only 24.66% students PK-5th were chronically absent.

Please note: 58% chronically absent in PK (two on site and three off site)

Please note:

FY 23 Grade Level Absent Data

**We have found that more students in grades 3rd-5th are absent more than students in grades K-2nd. FY K-2 average daily attendance 91.56

FY23 K daily average: 86.097

FY23 1st daily average: 88.166%

FY 23 2nd daily average:91.563%

FY 23 3rd daily average: 89.951%

FY 23 4th daily average: 89.184%

FY 23 5th daily average:90.589%

WVEIS Discipline data

FY 23: 4% of the students are currently enrolled are represented by this data

75 Behavior Incidents representing 13 current students and 6 former FY23 students that have moved to other schools within the county this school year.

FY23 132 students enrolled and 120 have withdrawn as per EOY(May24,2023)

TRSPB (Teach,Reteach Support for Positive Behavior) data has shown a decrease in repeated behaviors from students attending the TRSPB. 85% of the students attending the TRSPB have not repeated the same behaviors. It is used for Tier 1 and Tier 2 students to support reteach behaviors and support student mental health.

Counseling Log: The FY23 counselor has reported a decrease in Risk Assessments from the FY 22 school year. Outside agency referrals for FY 23 have increased by over 35% from the previous year (FY22). The number of FY 23 students seeking school counselors on a daily basis have increased over 50% from the FY 22 school year. The counselor has reported a 98% increase in the number of FY 22 counseling referrals made to Cabell County Schools clinical psychologists, counselors, and county social workers.

Counseling Columbia Screening for suicide risk: Columbia Screening FY 2022: 5 students were screened FY 2023: 17(to date 3/31/23). We had an overall 70% increase in the number of students that stated they wanted to kill themselves.

Behavior:

Behavior referrals have decreased for this school year.

FY 22: 88 behavior reports total of the 88 reports, 8 of the reports were from the school bus and 80 were from within the school.

6 students made up 73% of the behavior issues and accounted for 58 of 88 of the reports. These 6 students received a great deal of support throughout the year and referrals to counselors and outside agencies were place. The other 27% of behavior reports were made by a variety of students exhibiting behavior that was not repeated throughout the year.

FY 23:
 Our Behavior Needs Assessment shows that we had fewer students that 10% of our student population utilized the Teach, Reteach Support for Positive Behavior Program. The data also showed that students that repeated the behavior or added other behaviors needed more than just the reteach sessions. Therefore, FY 23 we have one teacher doing the lunch session and then the counseling/reteaching behavior session is held with the school counselor. This has also helped reduce the number of repeat offenders.

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)

Updated Implementation Results

Teach, Reteach Positive Behavior Support

Highlawn utilizes a program called, "Support for Positive Behavior Learning." This program focuses on reteaching the correct behavior to the students and providing counseling support if needed. The students are assigned to the Teach/Reteach Behavior Support Program by the principal. They have a lunch session with the counselor. The counselor targets a discussion with the students regarding positive ways to handle their exhibited behavior. The same students also attend a recess time outdoors or inside together depending on the weather. This is a time for them to learn to get along and play well together or to discuss different strategies to use to handle frustration.

Our FY23 Behavior Needs Assessment shows that we had fewer students that 10% of our student population utilized the Teach, Reteach Support for Positive Behavior Program. The data also showed that students that repeated the behavior or added other behaviors needed more than just the reteach sessions. Therefore, FY 23 we have one teacher doing the lunch session and then the counseling/reteaching behavior session is held with the school counselor. This has also helped reduce the number of repeat offenders.

Overall, we have found that in FY 23 only 10% of the students have repeated the behaviors once they have had these Teach/Reteach Positive Behavior Support sessions. The majority (90%) of the FY23 students attending these sessions do not go back for the same behavior issues. We noticed that adding the counseling session with the students has made it more successful. For the students that continue to repeat the behavior or behaviors in general, parent meetings are held, counseling sessions added, and other interventions to address their individual need.

Student Portfolios designed to track attendance, academics, and behavior for all students.
 Student portfolios developed to address academic, behavior, and attendance needs. These portfolios are updated by teachers and students throughout the year and shared with parents/families on a quarterly basis during our Student Led Conferences. During FY 23 54 % of the parents/families of students in grades K-5 have attended at least one Student Led Conference this school year. Our goal for the FY 24 school year will be to have 100% of parents attend at least one Student Led Conference session throughout the year.

Proactive Attendance Strategies for FY 23: Electronic Attendance tracking, Weekly/Monthly/Yearly reward program for attending school and continuing to work together with families to encourage student attendance. Counselors, teachers and other support staff will continue to monitor attendance on a daily, weekly and monthly basis to encourage students and their families.
 Proactive Behavior Strategies for FY 23: Teach the behavior plan to all (students, parents and staff), Teach, Reteach Support for Positive Behavior will continue to be used with a few additional components to help all students be successful.
 Counseling sessions to give students a listening ear or information to help them make better choices.

After analyzing the data for FY 23 we found that the students both attendance and behavior have improved over 40% from the FY 22 school year. The teachers at Highlawn, along with the principal, attendance office, and social workers have worked closely to monitor the attendance and behavior of our students. Overall, we found that our FY 23 attendance for students in grades K-5 has increased by 8% from the FY 22.

Save Our Students FY 23
 The Save Our Students Program was designed to assign a caring adult to each 5th grade student. These adult mentors encourage the students and become the caring adult to them within the building. They meet with them to review their WVGSA from the previous year, set goals for this year, and encourage them to make growth on the test this year. These caring adults provide mentoring and a smile for the students as they see them in the hallway, cafeteria, or playground. They also encourage them to be the best that they can be, and provide a listening ear for those that are missing a caring adult in their life.

Staff members have chosen their FY23 Save Our Students. These 5th grade students are meeting with their mentors and developing relationships. The attendance for these students has improved 25% from FY 23 BOY to FY 23 MOY. During the FY 24 4th grade students will be added to the program.

After school Extended Day
 Our After school Extended Day Program is designed to target the most at risk students in grades 2nd-5th grade.

The FY23 students are part of a WVDE Pilot Project called FastForward Reading. The students attending the program have increased their overall attendance since the program started by 10%. At the present time, the students that have attended the after school program on a regular basis have showed an average growth of 4 months since the beginning of the program.

Attendance and Behavior Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause** analysis (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

After analyzing the data for both attendance and behavior, we found that both were strongly tied to being in and out of school during the past three years. Many of the FY23 students with attendance issues were students that had attendance issues prior to the pandemic. However, they fell through the cracks last

year during that time due to attendance being excused for various reasons. The teachers at Highlawn, along with the principal, attendance office, and social workers have kept a close eye on the attendance. FY23 school year the parents have been sent attendance updates on absences that are to be signed and returned with notes or excuses. We have found by using this method our attendance has increased.

An attendance monitoring program will be started this year to encourage student attendance. The students will receive incentives for being at school. This will be a monthly program for school celebration, but with the teachers rewarding students weekly. If we find that this is not having an impact on attendance, as a school we will revisit the program and make adjustments. However, if we see success then it will continue throughout the school year to encourage the students to attend school on a regular basis.

We feel that FY 23 behavior issues this year have decreased overall from FY 22. Our teachers and staff have worked hard to develop routines and procedures that have helped the students increase their overall attendance. Our school's full-time counselor along with social workers and the clinical psychologist have provided social skills and mental health assistance for our students. Therefore, alleviating a lot of the repeated behaviors and providing support for the mental health of our students.

Proactive Attendance Strategies for FY 23: Electronic Attendance tracking, Weekly/Monthly/Yearly reward program for attending school and continuing to work together with families to encourage student attendance. Counselors, teachers and other support staff will continue to monitor attendance on a daily, weekly and monthly basis to encourage students and their families.

Proactive Behavior Strategies for FY 23: Teach the behavior plan to all (students, parents and staff), Teach, Reteach Support for Positive Behavior will continue to be used with a few additional components to help all students be successful. Counseling sessions to give students a listening ear or information to help them make better choices.

School Strategic Plan - Educator Effectiveness Data

| Evaluation Data | | | |
|-------------------|------------------|------------------|-----------------|
| | School (2021-22) | County (2021-22) | State (2021-22) |
| Performance Level | % of Teachers | % of Teachers | % of Teachers |
| Distinguished | | | |
| Accomplished | | | |
| Emerging | | | |
| Unsatisfactory | | | |

Additional Data Sources, including results:

* In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. retention rates, areas of need, teacher attendance rates, professional learning opportunities, educator supports, walkthrough data, culture/climate surveys, student/parent feedback, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

During the upcoming school year, our teachers and staff will continue to have an APL conducting training sessions and assisting the teachers with Apple devices and their usage to increase overall knowledge of Apple Technology. We will also have a few of our staff members studying to be Apple Learning coaches. In addition to APL training, our staff will focus on PBIS training for our staff with the PBIS Leadership Team attending an out of state or national conference to learn more about the program. Staff attendance will also be encouraged and non monetary incentive programs will be created for all employees. Although attendance increased some last year we would like to see it increase more during the FY 24 school year. This is itself has been a plus for our students and our school. Also, our staff would like to have more training on STEAM education and implementation of STEAM learning activities within the classroom in addition to the STEAM lab. We have written it into our plan for this upcoming school year. As a staff, we would also like to see more technology related sessions for our school integrated within the school day. The staff will continue to receive extensive training on the county reading, mathematics, and writing initiatives.

Culture Survey: Overall the Cultural Survey went down about 0.25 of a percent overall with professional development showing growth. Professional growth was the highest area on the survey where as Teacher Collaboration made a small drop.

| Highlawn Elementary School | 2020-2021 | 2021-2022 | 2022-2023 |
|---|-----------|-----------|-----------|
| Collaborative Leadership - Collaborative Leadership: Describes the degree to which school leaders establish and maintain collaborative relationships with school staff 3.78 | 4.17 | 3.78 | |
| | | 4.0 | |
| Learning Partnerships - Learning Partnerships: Describes the degree to which teachers, parents and students work together for the common good of the student 3.44 | 3.92 | 3.44 | |
| | | 3.72 | |
| Efficacy - Efficacy Factor: Assesses the extent to which teachers consider their students to be capable of successful learning and consider themselves to be responsible and effective agents in instructing students 3.43 | 3.84 | 3.43 | |
| | | 3.63 | |
| Unity of Purpose - Unity of Purpose: Describes the degree to which teachers work toward a common mission for the school 4.14 | 4.47 | 4.14 | |
| | | 4.28 | |
| Teacher Collaboration - Teacher Collaboration: Describes the degree to which teachers engage in constructive dialogue that furthers the educational vision of the school 3.40 | 3.79 | 3.40 | |
| | | 3.58 | |
| Professional Development - Professional Development: Describes the degree to which teachers' value continuous personal development and school-wide improvement 4.25 | 4.35 | 4.25 | |
| | | 4.10 | |

| | | |
|---|------------------|-----------------------------------|
| Collegial Support - Collegial Support: Describes the degree to which teachers work together effectively 4.22 | 4.25 | 4.22 |
| | | 4.33 |
| Leadership Survey | | |
| Highlawn Elementary School | 2020-2021 | 2021-2022 2022-2023 |
| Providing an Appropriate Model - behavior on the part of the principal that sets an example for the school staff members to follow consistent with the values the principal espouses 3.14 | 3.69 | 3.14 |
| | | 3.61 |
| Identifying and articulating a vision - behavior on the part of the principal aimed at identifying new opportunities for his or her school staff members and developing, articulating, and inspiring others with his or her vision of the future | 3.67 | 3.14 |
| | | 3.64 |
| Fostering the acceptance of groups goals - behavior on the part of the principal aimed at promoting cooperation among school staff members and assisting them to work together toward common goals | 3.77 | 3.20 |
| | | 3.62 |
| Providing intellectual stimulation - behavior on the part of the principal that challenges school staff members to reexamine some of the assumptions about their work and rethink how it can be performed | 3.69 | 3.29 |
| | | 3.52 |
| Providing individualized support - behavior on the part of the principal that indicates respect for school staff members and concern about their personal feelings and needs | 3.71 | 3.29 |
| | | 3.68 |
| Holding high performance expectations - behavior that demonstrates the principal's expectations for excellence, quality, and high performance on the part of the school staff | 3.82 | 3.36 |
| | | 3.68 |

Educator Effectiveness Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause** analysis (Why does the data look the way that it does?) which includes connections between educator effectiveness and student academic/success results identified within the other comprehensive needs assessment summaries. For this needs assessment section, consider results from recruitment and retention efforts, most recent professional development opportunities-participant feedback, and district monitoring of implementation effectiveness, school-home connections, strategies for working with various learners and subgroups, etc. Identify what practices/strategies will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

I feel that the culture survey changed slightly due to the number of new employees and long term substitutes that we had in the building. Also, I believe the e-walks were more intrusive than they have been in the past. My main focus was fidelity of instruction. Therefore it was beneficial to be in the classrooms for longer periods of time on a more consistent basis. Therefore classroom teachers had to be engaged in the instruction as much as the students they were teaching and many of the long term substitutes and new teachers were not use to someone being in and out of the room at random times throughout the day. However, as a school this paid off for everyone. The teachers were very engaged and involved in the instruction and the students were also engaged and learning.
Highlawn has an amazing staff that loves teaching and the e-walk data and I-ready diagnostics proved it.

* For educator growth, what professional learning opportunities will be provided to improve student academic and success outcomes? These professional learning opportunities should connect to the priorities identified in the current comprehensive needs assessment and the strategic plan activities.

The data results listed for the Educator Effectiveness shows that 59%of the staff received a distinguished performance and that 37% received an accomplished performance with 9% being emerging. Our staff works very hard and puts in a great deal of time with staff development as well as planning and providing instruction for our students.80% of the teaching staff has Apple Certifications. The other 20% are working towards the certification. Our school will continue to utilize the APL consultant for the upcoming year. We will schedule trainings for Mondays throughout the school year with some of thoseessions scheduled within the workday. This will ensure more teachers receive the training. Recognition programs will be used to increase staff attendance. In-school staff mentoring will be available for our new teachers. In addition, the strategies that have been put in place will continue for the 2023-2024 school year.

Cabell County Schools (012) Public District - FY 2024 - Highlawn Elementary School (012-239) Public School - School Strategic Plan - Rev 0

Plan Items

1 Goal 1: Achievement and Growth

Description:

Through rigorous and engaged standards-based instruction in reading, writing and mathematics Highlawn Elementary's overall achievement results will raise 20% in both English Language Arts and Mathematics by May 2024 to meet the 2030 Annual Goal Targets.

PM 1.1 Summative Assessments

Description:

WV General Summative Assessment, NAEP and Benchmark Assessments or other summative assessments will be given to student as required to assess their academic growth and achievement. The data from these summative assessments will be used to identify deficits in student learning and to assess their needs. As a school, our target goal would be the students at Highlawn to continue their upward growth and increase their overall performance in ELA, writing and mathematics by 15% by May 2024 based on previous benchmarks.

1.1.1 WVGSA State Summative Assessment Growth

Description:

Interim and other assessments as required by the state will be used to identify deficits in student learning. The students at Highlawn will be prepared to advance to the next grade level with appropriate skills by meeting the ELA (reading and writing) yearly goal for 2024 of 57.84 % and the mathematics yearly goal for FY 2024 of 50.45%. By utilizing grade specific benchmarks in ELA and mathematics along with increasing classroom rigor our students at Highlawn will meet the yearly goals in both ELA and mathematics by May 31, 2024.

| Component | Item Name |
|--------------------|---|
| Title I Schoolwide | Opportunities for all children including subgroups |
| | Activities that strengthen a well-rounded educational program |
| | Increase the quality and amount of learning time |
| | Provide an enriched and accelerated curriculum |
| | Address the needs of at-risk learners |
| | Parent and family engagement |

AS 1.1.1.1 Test Prep Interims, Interventions and Extended Day Instruction.

Description:

The Title I Extended Day after school program will be offered to students as well as a schoolwide schedule intervention/enrichment time during the school day. The Afterschool Extended Day program will run from September 2023-May 2024 from 3-4:30 p.m. Also, the school will be using FastForWord Reading, Freckle Math, as well as writing and STEAM related activities. The purpose of the extended day program is to increase skills in reading, mathematics, science, and writing.

Person Responsible:

School Leadership Team, Interventionists, Classroom teachers, and principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|--|--------------------|
| Consolidated | Title I Part A | Extended Day teachers, transportation and supplies | \$40,000.00 |
| | Title I Part A | Staff, buses, activity supplies | \$20,000.00 |
| Total | | | \$60,000.00 |

AS 1.1.1.2 Teacher Training for Benchmark, Interims, NAEP, and WV State Testing

Description:

The teachers at Highlawn will receive training on following procedures and protocol for administering various required assessments such as 4th grade NAEP, County and State Benchmarks as well as the WVGSA and Policy 2340.

Person Responsible:

Robin Harmon

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|-------------------|------------|
| Consolidated | Title I Part A | Staff Development | \$1,500.00 |

AS 1.1.1.3 Parent and Family Informational Meetings and Activities for Summative Assessments.

Description:

The parents and families of Highlawn Elementary students will be invited to informational meetings and activities to learn more about student assessments and how they can help their children perform better on the tests as well as increase their skills in mathematics, reading and writing. During these meetings both formative and summative assessments will be discussed, and families will learn more about how they can assist with student achievement. Meetings will be scheduled at various times to meet the needs of families. These meetings will inform the parents and families about the upcoming state assessment and how to better prepare their children for the testing and academic success.

Person Responsible:

Anna Laura Dorey (Parent Partner), Title I staff (Angela Riner, Sharon Fowler), and Robin Harmon

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|-------|------------|
| Consolidated | Title I Part A | | \$1,000.00 |

AS 1.1.1.4 Electronic Portfolio Attendance and Grade Monitoring for Achievement Growth in Academics (Mathematics, Reading and Writing).

Description:

Attendance will be monitored and rewarded on weekly, monthly and grading period basis. Students will learn to track their own attendance in their electronic portfolios and learn about the importance of being at school.

Person Responsible:

Renee Walters(Counselor), Classroom teachers, School Leadership Team, and Robin Harmon

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|----------|------------|
| Consolidated | Title I Part A | Supplies | \$1,200.00 |

AS 1.1.1.5 Increasing Rigor in the Classrooms across the Grade Levels (Professional Development)

Description:

Highlawn Elementary teachers and support staff will receive professional development on increasing rigor in the classrooms across the grade levels.

Person Responsible:

School Leadership Team, Academic Coaches, County Support Staff, and Robin Harmon

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

§ 1.1.2 Standards-Based Collaborative Planning to Increase Reading, Mathematics and Writing skills.

Description:

Teachers will utilize standards-based planning aligned with district curriculum maps and state standards to ensure that all students will graduate and be college and career ready. We will utilize both grade level and vertical teaming for our meetings to ensure fidelity across the grades, school, and curriculum.

| Component | Item Name |
|---------------------------|---|
| Title I Schoolwide | Opportunities for all children including subgroups |
| | Activities that strengthen a well-rounded educational program |
| | Increase the quality and amount of learning time |
| | Provide an enriched and accelerated curriculum |
| | Address the needs of at-risk learners |
| | Parent and family engagement |

AS 1.1.2.1 Teachers Collaborative Planning for Student Success

Description:

Team and vertical planning will focus on providing reading, writing and mathematical instruction across all content areas while targeting specific strengths and weaknesses of students in mathematics, reading and writing in order to meet the state instructional standards.

Person Responsible:

Academic Coach, Grade Level teachers and Robin Harmon

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|--|-------------|
| Consolidated | Title I Part A | General supplies, sup books, gen tech supplies | \$62,750.00 |

AS 1.1.2.2 Fidelity of Instructional Programs

Description:

Teachers will ensure fidelity of instructional mathematics, reading, and writing programs through the use of county and state adopted research-based guidance, training and materials. The administrator will conduct e-walk-throughs to assess rigorous instruction, student/teacher engagement and fidelity of the instructional programs. Learning walks with peer-peer walks/discussions will also be utilized throughout the year.

Person Responsible:

Leadership Team, Classroom teachers and Robin Harmon(Principal)

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|-------------------|------------|
| Consolidated | Title I Part A | Staff Development | \$1,500.00 |

AS 1.1.2.3 Math, Reading and Writing Intervention

Description:

Math, Reading and Writing Interventions will be conducted throughout the year. The students will be divided by domains in reading, mathematics and writing to determine what skills they have mastered and what skills need to be retaught or enriched. During the intervention times the students' strengths and weaknesses will be addressed in their assigned groups. These groupings will change throughout the year as needed per testing results.

Person Responsible:

Classroom teachers, interventionists and principal.

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|------------------------------------|--------------|
| Consolidated | Title I Part A | 2 Title I teachers salary/benefits | \$166,482.26 |

AS 1.1.2.4 Collaborative planning times will be utilized to review LETRS training in order to improve reading instruction in phonics, fluency, vocabulary, comprehension, writing and language arts skills.

Description:

The teachers at Highlawn that received LETRS® (Language Essentials for Teachers of Reading and Spelling) training will review LETRS techniques and procedures throughout the school year to fine tune the fundamentals of reading instruction-phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.

Person Responsible:

Academic Coach, county support staff and principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|-------------------|------------|
| Consolidated | Title I Part A | Staff Development | \$2,000.00 |

PM 1.2 Formative Assessment Tools

Description:

Highlawn will use I-Ready for Reading and Mathematics, along with DIBELS and other formative assessment tools as appropriate or required to assess student performance and growth. These formative assessment tools will prepare our students to advance to the next grade level with the appropriate skills necessary for college and career readiness based on their current grade levels. The teachers will utilize student portfolios to document and review the data throughout the year. Our target goal will be based on student level performance measures to improve student achievement.

S 1.2.1 Using Formative Assessments to Enhance Learning in all Academic areas.

Description:

The teachers will assess learning using a variety of formative tools to analyze the students' work including homework, tests, and quizzes. Students will find their strengths and develop a passion for learning.

| Component | Item Name |
|--------------------|---|
| Title I Schoolwide | Opportunities for all children including subgroups |
| | Activities that strengthen a well-rounded educational program |
| | Increase the quality and amount of learning time |
| | Provide an enriched and accelerated curriculum |
| | Address the needs of at-risk learners |
| | Parent and family engagement |

AS 1.2.1.1 Data Analysis

Description:

Teachers and students will track their progress on formative and benchmark assessments. This data will be integrated into their own individual electronic portfolios (digital and/or traditional). Teachers will be trained in creating and utilizing Apple Teacher Portfolios. These electronic portfolios will be utilized in all grade levels. The students and teachers will record, compare and analyze the results for reading, mathematics and writing in their data notebooks. These will be shared with parents and mentors throughout the year during student led conferences. The progress will be tracked and discussed during teachers grade level data meetings, staff meetings, extended day learning, and student conferences.

Person Responsible:

Classroom teachers, Academic coaches, APL coach, School Leadership Team, and Principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|--------------------------|--------------------|
| Consolidated | Title I Part A | Professional Development | \$4,000.00 |
| | Title I Part A | Student Led Conferences | \$4,000.00 |
| | Title I Part A | Supplies for Portfolios | \$2,500.00 |
| Total | | | \$10,500.00 |

AS 1.2.1.2 Developing a Growth Mindset for Teachers and Students

Description:

Teachers and students will develop a growth mindset and set mathematics and reading goals. These goals will be reviewed on a monthly basis. The students will work with their teachers to develop a plan as to how they will achieve their goals. Students at Highlawn will show at least 15% growth in both reading and mathematics by the end of May 2023. Teachers, students and staff will celebrate student growth throughout the year.

Person Responsible:

teachers, students, support staff and principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|-------|--------|
| Consolidated | Title I Part A | | \$0.00 |

S 1.2.2 Project Based Real World Activities to Enhance Learning

Description:

The students will complete projects utilizing reading, writing and mathematics skills to learn about the world around them. After studying and completing project-based activities, the students will take virtual and/or actual field trips to experience real world activities that will enhance their learning. The teachers will focus on high impact instructional strategies and maximize student engagement.

| Component | Item Name |
|--------------------|---|
| Title I Schoolwide | Opportunities for all children including subgroups |
| | Activities that strengthen a well-rounded educational program |
| | Increase the quality and amount of learning time |
| | Provide an enriched and accelerated curriculum |
| | Address the needs of at-risk learners |
| | Parent and family engagement |

AS 1.2.2.1 Real World Activities to enhance learning about West Virginia.

Description:

The students will learn about the real world around them by focusing on our WV culture through lessons and activities. They will visit various WV sites, such as the Clay Center, Cultural Center, Heritage Farm, Beech Fork, Camp Arrowhead, and other relevant areas of interest to facilitate their learning. They will study the places that they are planning to visit in advance incorporating mathematics, reading, and writing activities into the lessons. This will give many of our students the opportunity to see various places within the state and enhance their knowledge of the world around them.

Person Responsible:

School Leadership team, classroom teachers, support staff, parent partner, and principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|-----------------------|-------------------|
| Consolidated | Title I Part A | Buses | \$4,616.40 |
| | Title I Part A | Real World Activities | \$3,000.00 |
| Total | | | \$7,616.40 |

AS 1.2.2.2 Enhancing the learning of our students through hands on outdoor activities in the real world.

Description:

The students in grades K- 5 will visit Beech Fork, Heritage Farm, Camp Arrowhead, and or another similar location to participate in outdoor activities. They will read and write about the places in advance and then review their day upon returning to school. They will also use math and reading skills to develop timelines. Activities may include hiking, fishing in a pond, or another similar activity, and experiencing animals and plants in their natural setting. Many of the students at Highlawn have had limited opportunities to visit a camp or access other outdoor venues. For these students, this will be a true real world experience.

Person Responsible:

Classroom teachers, parent partner, support staff, and principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|-------|------------|
| Consolidated | Title I Part A | | \$5,000.00 |

AS 1.2.2.3 Real World Learning about the City of Huntington

Description:

The students at Highlawn in various grades will visit the City Hall and visit with City of Huntington leaders. In addition, they will tour the City Hall and possibly spend time in the City Council Chambers learning about how laws are passed. The mayor and/or other city leaders will share information about job roles and duties. This real world experience will enhance their learning and give the students more information about our city government. The students will read, do mathematics(city fees) and write about their day learning about the City of Huntington.

Person Responsible:

Classroom teachers, support staff, and principal

Estimated Begin Date:

8/9/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|-------|----------|
| Consolidated | Title I Part A | | \$250.00 |

AS 1.2.2.4 Learning to appreciate the world around us.

Description:

The students at Highlawn will learn about plants and animals in nature. They will read, write and complete hands-on math activities(without worksheets) focusing on learning about the plants and animals in nature prior to visiting the venue. As a culminating activity students and staff will visit Beech Fork, Ritter Park, or another outdoor area and walk along the nature trail. These activities will enhance their educational experience in the outdoors. Follow up activities will be completed at school. These activities will consist of writing about their adventure and sharing writings with other students and adults throughout the building.

Person Responsible:

Classroom teachers, support staff, academic coach, and principal

Estimated Begin Date:

8/16/2023
 Estimated Completion Date:
 5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|-------|----------|
| Consolidated | Title I Part A | | \$250.00 |

AS 1.2.2.5 Attending an athletic event to utilize real world mathematics and ELA.

Description:

The students and staff at Highlawn will attend a professional or collegiate sporting event such as a baseball, basketball, soccer, tennis or football game. Trips may include, but are not limited to attending collegiate games or professional teams. The students attending these events will complete writing and/or discussion using digital or traditional materials. The students will also learn scoring techniques and mathematics calculations related to the event(s). Worksheets will be discouraged and students will do real world calculations and discuss their findings.

Person Responsible:

School Leadership Team, classroom teachers, support staff, parent partner and principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|----------|------------|
| Consolidated | Title I Part A | Supplies | \$1,000.00 |

S 1.2.3 Title I Extended Day Learning

Description:

Highlawn Elementary will offer a Title I Extended Day learning program for students in reading, writing, and mathematics instruction to address weaknesses and develop strengths. This program will incorporate reading, mathematics, writing, fine arts, technology and physical activities. These components will encourage school participation, increase overall attendance(giving students a fun reason to attend school) and student achievement, and decrease adverse student behavior.

| Component | Item Name |
|--------------------|---|
| Title I Schoolwide | Opportunities for all children including subgroups |
| | Activities that strengthen a well-rounded educational program |

Increase the quality and amount of learning time

Provide an enriched and accelerated curriculum

Address the needs of at-risk learners

Parent and family engagement

AS 1.2.3.1 Extended Day Academics with Electronic Portfolios

Description:

Mathematics, Reading and Writing will be scheduled daily for the students attending Extended Day. The students will develop an electronic portfolio to document their progress in these areas. This electronic portfolio will be in conjunction with their already developed classroom portfolio on their Ipad. Parents and guardians will be invited in for Electronic Portfolio Student-Led Conferences throughout the year.

Person Responsible:

Afterschool extended day staff, APL coach, support staff, and principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|--|-------------|
| Consolidated | Title I Part A | Title I extended day allocation/benefits | \$11,541.00 |

AS 1.2.3.2 Kinesthetic Activities to Enhance Healthy Lifestyles and Meet all Modalities While Increasing Participation in the Afterschool Extended Day program.

Description:

The students in the Extended Day Program will participate in physical activities such as running, tennis, basketball, yoga, dance, and other kinesthetic activities to encourage healthy lifestyles while encouraging the students to be a part of the program. These activities will encourage students to broaden their world while giving them new experiences, and the chance to be a part of a team or learn a new skill. These activities will also encourage attendance during the school day. Over the years, we had more students attend on a regular basis when we offered an physical activity in addition to academics.

Person Responsible:

After school extended day staff, SLT, parent partner, support staff, and principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|-------|--------|
| Consolidated | Title I Part A | | \$0.00 |

AS 1.2.3.3 Transportation for After School Extended Day Activities

Description:

Highlawn Elementary Title I will provide buses for our students to stay after school for Extended Day Learning activities and events. We have found that without us providing transportation many of our students can not stay for the extended day program.

Person Responsible:

School Leadership Team(SLT), Afterschool Extended Day staff, and principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|-------|------------|
| Consolidated | Title I Part A | | \$5,000.00 |

S 1.2.4 Enrichment Writing Activities for all Grade Levels

Description:

Authors and writers will visit Highlawn Elementary to encourage writing among the students. These real world workshops for both students and staff will engage, encourage and increase the students' writing skills.

| Component | Item Name |
|--------------------|---|
| Title I Schoolwide | Opportunities for all children including subgroups |
| | Activities that strengthen a well-rounded educational program |
| | Increase the quality and amount of learning time |
| | Provide an enriched and accelerated curriculum |
| | Address the needs of at-risk learners |
| | Parent and family engagement |

AS 1.2.4.1 Clubs to Increase Academic Involvement: Math Club, STEAM Club, Book Club, Technology Club, 100 Mile Club, Husky News Team, and Writing Club.

Description:

All students at Highlawn will be invited to join one of the academic clubs at Highlawn. We will have an Apple Technology Club, Book Club, Steam Club, Math Club, Husky News Team, 100 Mile Club, and Writing Club. Students will have the opportunity to sign up for a grade level appropriate club. The clubs will meet weekly(preferably on Fridays to increase school attendance) during school or after school. Participation in these clubs will assist with encouraging attendance and increasing academic achievement. We have found that Friday is most often the day that most people(students and staff) are absent. Therefore having these clubs meet on that day will encourage attendance across the school.

Person Responsible:

School Leadership Team, Support Staff, and Principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|----------|------------|
| Consolidated | Title I Part A | Supplies | \$2,500.00 |

AS 1.2.4.2 Students-Author Collaboration

Description:

Published authors will read and encourage our students to become writers. The authors will work with the students and teachers.

Person Responsible:

Robin Harmon

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|--------------------------------------|-------------------|
| Consolidated | Title I Part A | Author working with students/teacher | \$3,000.00 |
| | Title I Part A | Supplies | \$2,000.00 |
| Total | | | \$5,000.00 |

S 1.2.5 Accelerated Reader, FastForWord Reading,Rewards, and MyON along with CKLA and Superkids (County Adopted Reading Programs) will be utilized to increase Reading Comprehension and Growth.

Description:

The students will participate in reading programs adopted by the county as well as other online reading and educational programs such as Fast ForWord Reading, MyON, Rewards, Accelerated Reading, Heggerty Phonemic Awareness and Epic, and other programs as needed to increase phonemic awareness and overall reading comprehension. These programs will also increase the number of books students read and will assist with encouraging reading and ELA growth. Rewards will be given for reading growth on various levels.

| Component | Item Name |
|--------------------|---|
| Title I Schoolwide | Opportunities for all children including subgroups |
| | Activities that strengthen a well-rounded educational program |
| | Increase the quality and amount of learning time |
| | Provide an enriched and accelerated curriculum |
| | Address the needs of at-risk learners |

AS 1.2.5.1 Reading Will Take You Places Program

Description:

The students at Highlawn will participate in the "Reading Will Take You Places," program. They will read at or above their reading level to increase vocabulary and comprehension. Rewards will be given for students at various levels. 25 books/85% accuracy or above will be in the 25 book club (receive a book and a shirt), 50 books/85% or above will be in the 50 book club and receive a reading pillow, 75 books/85% or above will receive a poster, and 100 books or above will receive pizza party with the principal. The 150 Plus book club members will receive tickets to a local theatre.

Person Responsible:

School Leadership Team, Classroom teachers, Parent Partner, Interventionists, and principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|---|-------------|
| Consolidated | Title I Part A | Renaissance License for AR Reading, MyON, Freckle | \$10,000.00 |

AS 1.2.5.2 The Husky Challenge

Description:

The students will participate in The Husky Challenge, an interactive word game to increase their vocabulary in ELA and mathematics. The students will compete against other grade level peers. The vocabulary word lists will be distributed by the Title I teacher. All classroom teachers will work with the students to increase their vocabulary and to prepare for The Husky Challenge.

Person Responsible:

Title I Interventionist, Title I Math, School Leadership Team and principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

S 1.2.6 Math and Reading Intervention Groups for K-5

Description:

Students in grades K-5 will have the opportunity to attend intervention groups in mathematics and reading to reach their highest potential and to show growth in academics.

| Component | Item Name |
|-----------------------|--|
| Title I Schoolwide | Opportunities for all children including subgroups |
| | Increase the quality and amount of learning time |
| | Provide an enriched and accelerated curriculum |
| | Address the needs of at-risk learners |

AS 1.2.6.1 Scheduled School-wide Intervention Time Across the Grade Levels

Description:

Students at Highlawn will be involved in an intervention group to achieve growth in mathematics and reading. The groups will be divided according to domains mastered not necessarily grade levels.

Person Responsible:

School Leadership Team, all teaching staff, and principal

Estimated Begin Date:

5/31/2023

Estimated Completion Date:

5/31/2024

PM 1.3 Student and Teacher Data Portfolios to Narrow Student Achievement and Attendance Gaps in all Students.

Description:

All students at Highlawn Elementary in grades K-5 will keep and maintain individual data portfolios (electronic and/or traditional) for all academic and attendance areas. This data will be tracked throughout the year and will include the following components: attendance information including tardies, summative assessments, formative assessments, teacher selected items and writing samples (electronic and traditional). The students will also set goals and present this data during Student Led conferences in order to narrow achievement gaps in all subgroups while meeting the student success standards for accountability. By May 2024, all students will show growth in both reading and mathematics along with 10% overall growth in attendance. This growth will be documented in the data portfolios.

§ 1.3.1 Tracking Student Progress Through Data Portfolio Analysis

Description:

The students will keep their data in a portfolio and they will track their progress throughout the year. This will include summative and formative assessment information. They will record, compare, and analyze the results in their portfolios. The classroom overall data will also be discussed at data and grade level meetings.

| Component | Item Name |
|--------------------|---|
| Title I Schoolwide | Opportunities for all children including subgroups |
| | Activities that strengthen a well-rounded educational program |
| | Increase the quality and amount of learning time |
| | Provide an enriched and accelerated curriculum |
| | Address the needs of at-risk learners |
| | Parent and family engagement |

AS 1.3.1.1 Student-Led Conferences

Description:

Student-Led Conferences will be held throughout the year. These conferences will allow students to share their personal academic, behavior and attendance data with their parents or guardians. In the absence of a parent or guardian, the students will share their data with a teacher or a staff member. The electronic portfolios will be developed in the classroom and include summative and formative assessment data along with reading, writing, mathematics, behavior, and attendance information.

Person Responsible:

School Leadership Team, Parent Partner, school support staff, and principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|-------------------------|------------|
| Consolidated | Title I Part A | Student Led Conferences | \$5,000.00 |

AS 1.3.1.2 Save Our Students

Description:

The SAVE Our Students Program works to provide a caring adult to our at risk student population. The students in grades 3rd-5th participate in the Save Our Students Program. This program matches students with an adult staff mentor. This program helps to provide students with a caring adult in their life within the school. The adult mentors(staff members) will review the student portfolios with the students and use testing, attendance, behavior. and data information to assist the students throughout the year. The mentors also ask

questions each month to create dialogue with the students. Studies show that having at least one caring adult in a student's life builds success for that child. Our goal is to provide that for our students.

Person Responsible:

Student Leadership Team, Support staff, classroom teachers, parent partner, and principal.

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|----------------------|-------------------|
| Consolidated | Title I Part A | Staff PD and Stipend | \$2,000.00 |
| | Title I Part A | Supplies | \$1,000.00 |
| Total | | | \$3,000.00 |

AS 1.3.1.3 Teacher Data Class Presentations for Growth Mindset

Description:

Teachers will create beginning, middle and the end of the year class data in an electronic portfolio. They will analyze, discuss and present students' progress in their Apple Teacher Electronic portfolio.

Person Responsible:

School Leadership Team, teachers, and principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

AS 1.3.1.4 Electronic Student Portfolios

Description:

Electronic Portfolios will be created by the students using electronic devices and writing stylus. The students will use these for their data discussions and various types of academic reports such as reading, writing, mathematics and other subjects.

Person Responsible:

Student Leadership Team, Classroom teachers, APL coach, and principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

PM 1.4 Stem Based Learning

Description:

Project Lead the Way and other STEM/STEAM based learning activities with a strong focus on project & problem based learning will be used to increase students' knowledge and achievement in mathematics, reading, science and writing. These activities will consist of hands-on learning activities in the classroom as well as in school stem lab. Our target goal will be to increase critical thinking skills by 10%. This goal would be measured by having the students participate in pre and post testing to measure their critical thinking skills.

S 1.4.1 Students will Develop and Apply Stem Skills to Increase their Overall Knowledge

Description:

The students will use LEGO activities and skills to build their knowledge and creativity through hands-on STEM activities that build basic understanding of higher level concepts.

| Component | Item Name |
|-------------------------------|---|
| Title I Schoolwide | Opportunities for all children including subgroups |
| | Activities that strengthen a well-rounded educational program |
| | Provide an enriched and accelerated curriculum |
| | Address the needs of at-risk learners |
| | Parent and family engagement |

AS 1.4.1.1 The students will learn more about STEAM/STEM learning and apply their knowledge with LEGO and Project Lead the Way activities.

Description:

The students will use cooperative learning and work together to create a playground or skate part that is functional. They will then work together to write a story and share with the other groups. This project will be shared with other students during the school day. They will utilize higher level questioning skills when discussing and writing about the playground or skate park.

Person Responsible:

Title I teachers, School Leadership Team, classroom teachers, support staff and principal

Estimated Begin Date:

9/6/2023

Estimated Completion Date:

5/28/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|----------|----------|
| Consolidated | Title I Part A | Supplies | \$500.00 |

AS 1.4.1.2 Family STEAM and LEGO Family Fun Nights

Description:

Families will be invited for Learning hands on STEAM and LEGO activity nights. They will work as a family unit to create a LEGO or other STEAM related project. These will be shared at the end. The families also will journal their writing. We will attempt to have at least four of these evenings throughout the year. Some of these activities will be held in collaboration with our school's partnership with Marshall University.

Person Responsible:

Title I teachers, School Leadership Team, classroom teachers, support staff and principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|----------------------------------|-------------------|
| Consolidated | Title I Part A | Family Nights Parent Involvement | \$2,000.00 |
| | Title I Part A | Stipends for staff | \$2,000.00 |
| | Title I Part A | Supplies and Materials | \$1,500.00 |
| Total | | | \$5,500.00 |

AS 1.4.1.3 Teachers and staff will receive LEGO training to develop techniques for teaching STEM activities.

Description:

The teachers and staff will meet with LEGO trainers, Project Lead the Way and other trainers to develop and implement STEAM related activities with our students.

Person Responsible:

Title I teachers, School Leadership Team, classroom teachers, support staff and principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/28/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|---|------------|
| Consolidated | Title I Part A | Training for staff and teachers for training. | \$5,000.00 |

AS 1.4.1.4 Project Lead the Way (PLTW) and other STEAM Learning Sessions to Increase Higher Level Thinking Skills

Description:

Teachers will be trained in PLTW(Project Lead the Way) and/or other STEAM/STEM techniques to increase higher level thinking skills among the students. The teachers and staff will utilize these skills as they teach students PLTW and other STEAM/STEM lab activities to increase higher level thinking skills for their students.

Person Responsible:

Title I teachers, School Leadership Team, classroom teachers, support staff and principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|-------------------|------------|
| Consolidated | Title I Part A | Staff Development | \$5,000.00 |

1.4.2 Students will Learn Coding to Design Complex Real World Problems

Description:

The students will strengthen their knowledge of coding and design real-life robotic vehicles using the LEGO kids. They will integrate math, reading, science and writing skills to complete this project.

| Component | Item Name |
|--------------------|---|
| Title I Schoolwide | Opportunities for all children including subgroups |
| | Activities that strengthen a well-rounded educational program |
| | Increase the quality and amount of learning time |
| | Address the needs of at-risk learners |
| | Parent and family engagement |

AS 1.4.2.1 Students will be Introduced to the World of Robotics

Description:

The students will use the LEGOs and create robots using the We Do and/or SPIKE LEGO program kits. They will name their robots and other objects as they work through the coding program. Then they will write stories about their creations. They will gradually learn the basics of coding through problem solving and programming.

Person Responsible:

Title I teachers, School Leadership Team, classroom teachers, support staff and principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/28/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|----------|----------|
| Consolidated | Title I Part A | Supplies | \$500.00 |

AS 1.4.2.2 Family Coding Nights and Drones

Description:

The world of LEGO and Drones will be brought to the families at Highlawn. We will have at least two family CODING nights. The families will learn about coding together and create a simple robot using basic operations. These may also be held in conjunction with our partnership through Marshall University.

Person Responsible:

Parent Partner, School Leadership Team, support staff and principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/28/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|---------------------------------|-------------------|
| Consolidated | Title I Part A | Family Night Parent Involvement | \$1,000.00 |
| | Title I Part A | Materials and supplies | \$500.00 |
| | Title I Part A | Stipends for teachers and staff | \$1,000.00 |
| Total | | | \$2,500.00 |

C 2 Goal 2: Integrating Family and Community Engagement

Description:

Highlawn Elementary will improve family and community engagement by 25% to directly impact at least 318 families (100% of our population) during the 2023-2024 school year, as evidenced by documentation(sign-in sheets and photos) from meetings and family involvement activities and engagement events.

PM 2.1 Parent and Family Engagement Activities

Description:

Highlawn Elementary will conduct parent and family engagement activities to encourage parents and families to become involved in the education of their children. Our target goal is to have 100% of our students represented by a parent, family member, or a caring adult at a family engagement

activity during the school year. This would be measured by recording the number of parents, family members or caring adults show up for a child at the first school related event of the school year. We would track these numbers throughout the year and target opportunities to bring in families that have not attended an event. Studies have shown that students with involved families or having caring adult in their lives increase their overall achievement.

2.1.1 Title I Family Engagement

Description:

The Title I Parent Partner will work with the principal and the school to coordinate volunteer and community activities such as, but not limited to a Volunteer Orientation meeting, PTO, LSIC, Healthy Highlawn BornLearning First Families and Health Fairs. The Parent Partner will invite the stakeholders to the meetings and increase their presence and involvement with the school.

| Component | Item Name |
|--------------------|---|
| Title I Schoolwide | Opportunities for all children including subgroups |
| | Activities that strengthen a well-rounded educational program |
| | Provide an enriched and accelerated curriculum |
| | Address the needs of at-risk learners |
| | Parent and family engagement |

AS 2.1.1.1 BornLearning Healthy Highlawn First Families

Description:

Parents will be invited to attend our BornLearning Healthy Highlawn First Families Program. This program was originally through an Educational Alliance grant supported by the United Way and Toyota. Highlawn has been encouraged to continue the program after funding period with the original title. Parents and families will learn that they are their child's first teacher. These monthly sessions will be supported through our Title I program. A healthy family meal will be provided. At this time, parents will find out more about how to be involved in the educational process.

Person Responsible:

Parent Partner, Support staff, and principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|--|--------------------|
| Consolidated | Title I Part A | Parent Partner | \$11,654.28 |
| | Title I Part A | Professional/service personnel stipends&benefits | \$13,078.70 |
| Total | | | \$24,732.98 |

AS 2.1.1.2 Healthy Highlawn Title I School, Family and Community Health Fairs

Description:

School, Family, and Community Health Fairs will be held during the year at Highlawn Elementary to meet the needs of the school community. These activities will include collaboration with Marshall University and other local organizations to benefit our Highlawn students and their families.

Person Responsible:

Parent Partner, Support staff, and principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/28/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|---------------|-------------|
| Consolidated | Title I Part A | Social Worker | \$35,347.04 |

AS 2.1.1.3 Transition Activities for PK-5

Description:

Student transition programs will be held at all grade levels. We will have transition Step Up Day for all PK-4th students which will make transitioning from one grade level or school to another much easier for students and their families. The 5th grade will be moving to the middle school from the elementary and will attend a Step Up Day at HEMS. They will also need transportation to make this visit complete.

Person Responsible:

Student Leadership Team, Parent Partner, Support Staff, Classroom teachers, and principal

Estimated Begin Date:

8/10/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|-------|----------|
| Consolidated | Title I Part A | Buses | \$200.00 |

AS 2.1.1.4 PK Transition

Description:

PK students will visit the school and the kindergarten classrooms to make them more comfortable for school during the day. Then the parents and families will visit after hours to find out about the kindergarten and school program. This transition will ease the pressure of the students and parents to make the transition easier.

Person Responsible:

Parent Partner, PK and Kindergarten teachers, support staff, and principal

Estimated Begin Date:

8/8/2023

Estimated Completion Date:

5/31/2024

§ 2.1.2 Student Transition Between Grade Levels

Description:

The students at Highlawn Elementary will receive the opportunity to prepare for the next grade level with transition activities for students and parents.

| Component | Item Name |
|-----------------------|---|
| Title I Schoolwide | Opportunities for all children including subgroups |
| | Activities that strengthen a well-rounded educational program |
| | Increase the quality and amount of learning time |
| | Provide an enriched and accelerated curriculum |
| | Address the needs of at-risk learners |
| | Parent and family engagement |

AS 2.1.2.1 Transition Days for Students and Parents

Description:

The teachers at Highlawn will prepare and plan transition activities for students in PK-5.

Person Responsible:

Parent Partner, teachers, support staff, and principal

Estimated Begin Date:

8/10/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|-------|-------|--------|
|---------------------|-------|-------|--------|

PM 2.2 School and Stakeholder Engagement Activities to Support Student Learning

Description:

Engagement activities will be provided to meet, enhance, and encourage Highlawn Elementary students in our school.

S 2.2.1 Health Information and Activities to Support Healthy Living

Description:

Healthy living activities will be provided to bring stakeholders into the school and help support student learning and health.

| Component | Item Name |
|---------------------------|--|
| Title I Schoolwide | Opportunities for all children including subgroups |
| | Increase the quality and amount of learning time |
| | Provide an enriched and accelerated curriculum |
| | Address the needs of at-risk learners |
| | Parent and family engagement |

AS 2.2.1.1 School and Community Health Fairs

Description:

The parent partner will work with stakeholders in the Highlawn Community to schedule Community Health Fairs for our school. We will have Health Fairs in the fall and spring. These health fairs will bring a variety of vendors to the school to teach and inform students and their families about healthy living.

Person Responsible:

Parent Partner, Wellness Team, support staff, and principal

Estimated Begin Date:

8/10/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|-------|------------|
| Consolidated | Title I Part A | | \$2,000.00 |

AS 2.2.1.2 Highlawn Elementary School Wellness Team

Description:

Highlawn Elementary will utilize a School Wellness team to meet the needs of the students and staff through exercise and healthy living activities. This team will develop and create activities and events to encourage healthy lifestyle changes for the students, their families and our staff.

Person Responsible:

School Leadership Team, School Wellness Team, and principal

Estimated Begin Date:

8/10/2023

Estimated Completion Date:

5/30/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|-------|----------|
| Consolidated | Title I Part A | | \$200.00 |

PM 2.3 Utilizing Multiple Platforms to Benefit Communication Measures

Description:

Communication Tools such as the County Messenger System, Newsletters, Schoology, School Website and social media in addition to other forms of communication will ensure that information is available to our students, staff, parents and community. This will allow everyone to be informed about activities and events at Highlawn Elementary.

S 2.3.1 Multiple Platforms will be used to Connect Parents with the School and Community

Description:

Communication through the use of multiple platforms will provide information for the parents about their child, school, and community. By utilizing various platforms, all students and families will be more aware of expectations for students as well as what is happening at the school for students and their families.

| Component | Item Name |
|--------------------|---|
| Title I Schoolwide | Opportunities for all children including subgroups |
| | Activities that strengthen a well-rounded educational program |
| | Increase the quality and amount of learning time |
| | Provide an enriched and accelerated curriculum |
| | Address the needs of at-risk learners |
| | Parent and family engagement |

AS 2.3.1.1 Informational Communication Tools

Description:

Parents and families will utilize and access various communication tools such as: Newsletters, Highlawn School Webpage, Schoology, School Messenger, and other communication tools chosen to maximize communication between the home and school.

Person Responsible:

Parent Partner, School Leadership Team, support staff and principal

Estimated Begin Date:

8/10/2023

Estimated Completion Date:

5/30/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|-------|------------|
| Consolidated | Title I Part A | | \$2,000.00 |

AS 2.3.1.2 Highlawn Elementary Annual Title I Announcement and Family Meetings

Description:

The principal will conduct the annual Title I announcement during our Back to School Bash and Open House as well as post it on our social media page. These activities and events will give parents information about the school and to make them feel a part of the school community. Information for these events will be sent home using a variety of methods such as: School Messenger, Newsletters, notes home and the school website.

Person Responsible:

Parent Partner, Title I teachers, School Leadership Team, LSIC/PTO, and principal

Estimated Begin Date:

8/2/2023

Estimated Completion Date:

5/30/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|-------|------------|
| Consolidated | Title I Part A | | \$3,000.00 |

AS 2.3.1.3 Highlawn Elementary Community Volunteer and School Involvement Growth

Description:

Highlawn Elementary will increase volunteerism by 20%. Parents and Community members will be invited to be a volunteer organization meeting. At the meeting, the attendees will be directed to sign up to become volunteers. The parent partner will encourage all parents and families to use their talents to help with activities and events at the school. Highlawn will also work with local organizations to gain volunteers from their organizations to collaborate and work with our students and schools.

Person Responsible:

Parent Partner, LSIC, PTO, and principal
 Estimated Begin Date:
 8/2/2023
 Estimated Completion Date:
 5/30/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|-------|------------|
| Consolidated | Title I Part A | | \$5,000.00 |

3 Goal 3: Sustaining a Model of Continuous Improvement

Description:

Highlawn Elementary will improve educator effectiveness and increase student learning outcomes/academic success by/through utilizing the continuous improvement framework in order to achieve improved educator outcomes and increased student learning. This will be evidenced by a 20 % increase in both ELA and Mathematics by FY24 by May 2024.

PM 3.1 Highlawn Elementary will work to produce life long learners.

Description:

By May 2024, 100% of our students and staff at Highlawn Elementary will be provided a variety of opportunities to become life-long learners.

S 3.1.1 Students and Teachers will Set Learning Goals for Electronic Portfolios

Description:

The students and teachers at Highlawn Elementary will set two learning goals and one personal goal for themselves. The teachers will work with the Apple APL to learn how to develop Apple Teacher Portfolios and in turn they will work the students to develop Apple electronic portfolios to monitor and track their progress.

| Component | Item Name |
|--------------------|---|
| Title I Schoolwide | Opportunities for all children including subgroups |
| | Activities that strengthen a well-rounded educational program |
| | Increase the quality and amount of learning time |
| | Provide an enriched and accelerated curriculum |
| | Address the needs of at-risk learners |
| | Parent and family engagement |

AS 3.1.1.1 Electronic Portfolios for all students in grade K-5.

Description:

100% of Highlawn students in grades K-5 will develop, utilize and discuss their own digital portfolios that they created by May 2024. These portfolios will be used to monitor student academic and personal growth as Highlawn Elementary strives to become a model continuous improvement organization.

Person Responsible:

Teachers, Students, Support Staff, and principal

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/28/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|---|-------------|
| Consolidated | Title I Part A | Electronic Portfolios for Student Led Conferences | \$10,000.00 |
| | Title I Part A | Student Led Conference Family Night | \$3,000.00 |
| | Title I Part A | Supplies for Portfolios | \$2,000.00 |
| Total | | | \$15,000.00 |

AS 3.1.1.2 APL Training for Teaching Staff on Developing Electronic Portfolios

Description:

Highlawn Elementary will work with the APL support specialist to learn more about creating and implementing electronic portfolios for their students. 100% of the teaching staff at Highlawn Elementary will be trained in Electronic Portfolio development in August 2023 and will receive APL support throughout the year as needed to meet our goal as a continuous improvement organization.

Person Responsible:

Support staff, School Leadership Team, and principal

Estimated Begin Date:

8/2/2023

Estimated Completion Date:

5/31/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|----------------|---------------------------------|-------------|
| Consolidated | Title I Part A | Contracted Allocation | \$50,500.00 |
| | Title I Part A | General Supplies | \$5,000.00 |
| | Title I Part A | PD Books | \$3,000.00 |
| | Title I Part A | PD Stipend and related benefits | \$86,557.50 |

| | | |
|----------------|--------|---------------------|
| Title I Part A | Travel | \$5,000.00 |
| Total | | \$150,057.50 |

PM 3.2 Mathematics and ELA Best Practices for Continuous Improvement

Description:

Highlawn staff will learn and implement best practices for teaching rigorous mathematics and ELA utilizing DOK(Depth of Knowledge higher level questioning techniques. This will include monitoring and analyzing current data results and working to implement best practices for rigorous mathematical and ELA growth while utilizing DOK(Depth of Knowledge) questioning techniques.

S 3.2.1 Highlawn staff will receive training to build STEAM related knowledge and skills in order to effectively integrate STEAM related skills to their students.

Description:

The teachers and staff at Highlawn will be trained in SPIKE, We-Do and other LEGO STEAM Robotics related activities to build higher level thinking skills for their students.

| Component | Item Name |
|--------------------|---|
| Title I Schoolwide | Opportunities for all children including subgroups |
| | Activities that strengthen a well-rounded educational program |
| | Provide an enriched and accelerated curriculum |
| | Address the needs of at-risk learners |
| | Parent and family engagement |

AS 3.2.1.1 LEGO training for teachers and staff by LEGO consultant

Description:

Lego consultant will do two full day trainings for Highlawn staff to increase their higher level thinking skills and other STEAM related knowledge. The staff will create SPIKE and We-Do with LEGO sets and learn more about Stem/Steam related education.

Person Responsible:

Robin Harmon

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/28/2024

| Funding Application | Grant | Notes | Amount |
|---------------------|-------|-------|--------|
| | | | |

| | | | |
|---------------------|----------------|---|-------------------|
| Consolidated | Title I Part A | Staff Professional Development Stipends | \$5,000.00 |
| | Title I Part A | Supplies for training | \$500.00 |
| Total | | | \$5,500.00 |

3.2.2 Best Practices for Using Interventionists and Academic Coaching Effectively

Description:

Schedules and PLC time will be devoted to meeting with interventionists, academic coaches, and support staff to increase continuous improvement in mathematics and ELA. These specialists will work with the teachers on learning to ask Depth of Knowledge questions that will ultimately increase the higher level thinking skills of our students. In addition, the support staff will work with teachers to add additional rigor to their present teaching.

| Component | Item Name |
|---------------------------|--|
| Title I Schoolwide | Opportunities for all children including subgroups |
| | Address the needs of at-risk learners |

AS 3.2.2.1 Planning for Instruction to Increase Fidelity of Instruction and Monitor Data

Description:

Highlawn interventionists and academic coaches will review data and meet with classroom teachers on a regular basis to increase instruction and fidelity of instruction. These measures will assist our students in reaching grade level goals in reading and mathematics.

Person Responsible:

Angela Riner, Julia Trent, Sharon Fowler, and Robin Harmon

Estimated Begin Date:

8/6/2023

Estimated Completion Date:

5/28/2024

AS 3.2.2.2 Learning to ask DOK(Depth of Knowledge) Questions and Increase the Rigor in the Classroom

Description:

Teachers will receive support in learning to ask DOK questions as well as increasing the rigor in their instructional practices.

Person Responsible:

School Leadership Team, Support Personnel, Academic Coaches, and Principal

Estimated Begin Date:

8/8/2023

Estimated Completion Date:

5/26/2024

§ 3.2.3 Professional Development Calendar:

Description:

Professional Development Calendar listed will occur along with other innovative and necessary training to increase the knowledge and skills of the staff. These PLC sessions will focus on meeting the needs of our students. Thinking Maps and PBIS studies will occur on a monthly basis. August 2023: Thinking Maps(Grade Level Meetings, Academic Coach), Mountain Math and ELA, Policy 2340 and other beginning of the year trainings September 2023: Thinking Maps, PBIS book study(planning times as well),Writing training, Mental Health, Ready Math, FastForWord Reading, CKLA, Superkids, Accerated Reading, MyON, Freckles, Rolling Numbers October 2023: Thinking Maps, PBIS book study(planning times as well), Writing skills training, LEGO/STEAM Lab/Drone training, Ready Math, and other programs as needed. November 2023: Thinking Maps, PBIS book study(planning times as well),Writing skills training, LEGO STEAM/Drone training, Ready Math, and other programs as needed. December 2023 Thinking Maps, PBIS book study(planning times as well),Writing skills training, LEGO STEAM/Drone training, Ready Math, and other programs as needed. January 2024 Thinking Maps, PBIS book study(planning times as well),Writing skills training, LEGO STEAM/Drone training, Ready Math, and other programs as needed. February 2024 Thinking Maps, PBIS book study(planning times as well), Writing skills training, LEGO STEAM/Drone training, Ready Math, and other programs as needed. March 2024 Thinking Maps, PBIS book study(planning times as well), Writing skills training, LEGO STEAM/Drone training, Ready Math, Assessment training, and other programs as needed. April 2024 Thinking Maps, PBIS book study(planning times as well), Writing skills training, LEGO STEAM/Drone training, Ready Math, and other programs as needed. May 2024 Thinking Maps, PBIS book study(planning times as well), Writing skills training, LEGO STEAM/Drone training, Ready Math, and other programs as needed.

Not Applicable

Required Items [Expand All] [Collapse All]

Component Met

1) Opportunities for all children including subgroups



Address strategies to create opportunities for all children including subgroups

Explanation

Through the strategies and activities listed Highlawn Elementary's Schoolwide Title I will provide all children significant opportunities to learn and close the achievement gap. We feel that including all subgroups will help us help all our students to reach their full potential while becoming life long learners.

1 Goal 1: Achievement and Growth

PM 1.2 Formative Assessment Tools

1.2.1 Using Formative Assessments to Enhance Learning in all Academic areas.

1.2.2 Project Based Real World Activities to Enhance Learning

1.2.3 Title I Extended Day Learning

1.2.4 Enrichment Writing Activities for all Grade Levels

1.2.5 Accelerated Reader, FastForWord Reading,Rewards, and MyON along with CKLA and Superkids (County Adopted Reading Programs) will be utilized to increase Reading Comprehension and Growth.

1.2.6 Math and Reading Intervention Groups for K-5

PM 1.3 Student and Teacher Data Portfolios to Narrow Student Achievement and Attendance Gaps in all Students.

1.3.1 Tracking Student Progress Through Data Portfolio Analysis

PM 1.4 Stem Based Learning

§ 1.4.1 Students will Develop and Apply Stem Skills to Increase their Overall Knowledge

§ 1.4.2 Students will Learn Coding to Design Complex Real World Problems

PM 1.1 Summative Assessments

§ 1.1.1 WVGSA State Summative Assessment Growth

§ 1.1.2 Standards-Based Collaborative Planning to Increase Reading, Mathematics and Writing skills.

G 2 Goal 2: Integrating Family and Community Engagement

PM 2.1 Parent and Family Engagement Activities

§ 2.1.1 Title I Family Engagement

§ 2.1.2 Student Transition Between Grade Levels

PM 2.2 School and Stakeholder Engagement Activities to Support Student Learning

§ 2.2.1 Health Information and Activities to Support Healthy Living

PM 2.3 Utilizing Multiple Platforms to Benefit Communication Measures

§ 2.3.1 Multiple Platforms will be used to Connect Parents with the School and Community

G 3 Goal 3: Sustaining a Model of Continuous Improvement

PM 3.1 Highlawn Elementary will work to produce life long learners.

§ 3.1.1 Students and Teachers will Set Learning Goals for Electronic Portfolios

PM 3.2 Mathematics and ELA Best Practices for Continuous Improvement

§ 3.2.1 Highlawn staff will receive training to build STEAM related knowledge and skills in order to effectively integrate STEAM related skills to their students.

§ 3.2.2 Best Practices for Using Interventionists and Academic Coaching Effectively

2) **Activities that strengthen a well-rounded educational program**



Address strategies that strengthen a well-rounded educational program

Explanation

The activities listed below will strengthen the well rounded educational program at Highlawn Elementary for our students. The additional resources provided by our Title I schoolwide program will not only increase the knowledge of our students, but will allow them to flourish while closing the achievement gap.

§ 1 Goal 1: Achievement and Growth

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PM 3.2 Mathematics and ELA Best Practices for Continuous Improvement

§ 3.2.1 Highlawn staff will receive training to build STEAM related knowledge and skills in order to effectively integrate STEAM related skills to their students.

3) **Increase the quality and amount of learning time**



Address strategies that increase the quality and amount of learning time

Explanation

Increasing the quality and amount of learning time will give our students at Highlawn Elementary the extra boost that they need to be successful and work towards closing the achievement gap. Many of our families cannot afford outside tutoring or other programs to enrich their children or to give them the extra educational resources that we can provide through our Title I schoolwide program at our school.

☐ 1 Goal 1: Achievement and Growth

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Ⓔ 2 Goal 2: Integrating Family and Community Engagement

PM 2.2 School and Stakeholder Engagement Activities to Support Student Learning

§ 2.2.1 Health Information and Activities to Support Healthy Living

PM 2.3 Utilizing Multiple Platforms to Benefit Communication Measures

§ 2.3.1 Multiple Platforms will be used to Connect Parents with the School and Community

PM 2.1 Parent and Family Engagement Activities

§ 2.1.2 Student Transition Between Grade Levels

Ⓔ 3 Goal 3: Sustaining a Model of Continuous Improvement

PM 3.1 Highlawn Elementary will work to produce life long learners.

§ 3.1.1 Students and Teachers will Set Learning Goals for Electronic Portfolios

4) **Provide an enriched and accelerated curriculum**
Address strategies that provide an enriched and accelerated curriculum



Explanation

Providing an enriched and accelerated curriculum for our students will allow them to reach their fullest potential and even the playing field. The activities listed below will enrich and accelerate our students while providing the extra boost that many of the students in our school need to

feel successful. The additional resources provided by our Title I schoolwide program will enrich and accelerate the curriculum for our students and give them the knowledge that they need to increase their learning.

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PM 2.1 Parent and Family Engagement Activities

2.1.1 Title I Family Engagement

2.1.2 Student Transition Between Grade Levels

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3.1.1 Students and Teachers will Set Learning Goals for Electronic Portfolios

PM 3.2 Mathematics and ELA Best Practices for Continuous Improvement

3.2.1 Highlawn staff will receive training to build STEAM related knowledge and skills in order to effectively integrate STEAM related skills to their students.

5) **Address the needs of at-risk learners**

Address strategies that address the needs of at-risk learners that may include the following:

- Student support services
- Broadening secondary school options (CTE, AP, IB, Dual- Enrollment)
- PBIS
- Professional development and teacher recruitment
- Preschool transition



Explanation

Addressing the needs of our at-risk learners is very important. Many of these students come from single parent families and are tardy or absent more than the average student. Therefore finding programs and activities that will make them want to come to school, feel comfortable at school and want to success are important. The activities for at risk learners should be activities that break the barriers and target meeting the needs of these students.

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§ 3.2.2 Best Practices for Using Interventionists and Academic Coaching Effectively

6) Parent and family engagement



Address strategies that increase the parent and family engagement

Explanation

Strategies that increase parent involvement and family engagement are very important to a Title I school. At Highlawn Elementary we strive to make families feel an important part of the school experience. As educators we know that family involvement is the key to success for our students. Therefore, providing a variety of family involvement activities will break down the barriers between home and school while decreasing the achievement gap and increasing the knowledge of our students.

1 Goal 1: Achievement and Growth

PM 1.2 Formative Assessment Tools

§ 1.2.1 Using Formative Assessments to Enhance Learning in all Academic areas.

§ 1.2.2 Project Based Real World Activities to Enhance Learning

§ 1.2.3 Title I Extended Day Learning

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Cabell County Schools (012) Public District - FY 2024 - Highlawn Elementary School (012-239) Public School - School Strategic Plan - Rev 0

Not Applicable

Required Items [Expand All] [Collapse All]

Component Met

1) **Identify students to be served**
Address strategies to identify students to be served

Explanation

All students at Highlawn Elementary will be served by our school wide Title I program. The Title I staff will work with students in grades K-5 throughout the building in reading and mathematics. The Title I counselor will service all students in grades K-5 providing lessons and support. Our Parent Partner will help close the gap between school and home.

2) **Opportunities for all children including subgroups**
Address strategies to create opportunities for all children including subgroups

Explanation

Through the strategies and activities listed Highlawn Elementary's Schoolwide Title I will provide all children significant opportunities to learn and close the achievement gap. We feel that including all subgroups will help us help all our students to reach their full potential while becoming lifelong learners.

3) **Activities that strengthen a well-rounded educational program**
Address strategies that strengthen a well-rounded educational program

Explanation

The activities listed below will strengthen the well rounded educational program at Highlawn Elementary for our students. The additional resources provided by our Title I schoolwide program will not only increase the knowledge of our students, but will allow them to flourish while closing the achievement gap.

4) **Increase the quality and amount of learning time**
Address strategies that increase the quality and amount of learning time

Explanation

Increasing the quality and amount of learning time will give our students at Highlawn Elementary the extra boost that they need to be successful and work towards closing the achievement gap. Many of our families cannot afford outside tutoring or other programs to enrich their children or to give them the extra educational resources that we can provide through our Title I schoolwide program at our school. We also will provide an afterschool extended day program for mathematics and reading.

- 5) **Provide an enriched and accelerated curriculum**
Address strategies that provide an enriched and accelerated curriculum
- Explanation**
- Providing an enriched and accelerated curriculum for our students will allow them to reach their fullest potential and even the playing field. The activities listed below will enrich and accelerate our students while providing the extra boost that many of the students in our school need to feel successful. The additional resources provided by our Title I schoolwide program will enrich and accelerate the curriculum for our students and give them the knowledge that they need to increase their learning.
- 6) **Address the needs of at-risk learners**
Address strategies that address the needs of at-risk learners that may include the following:
- Student support services
 - Broadening secondary school options (CTE, AP, IB, Dual- Enrollment)
 - PBIS
 - Professional development and teacher recruitment
 - Preschool transition
- Explanation**
- Addressing the needs of our at-risk learners is very important. Many of these students come from single parent families and are tardy or absent more than the average student. Therefore finding programs and activities that will make them want to come to school, feel comfortable at school and want to succeed are important. The activities for at risk learners should be activities that break the barriers and target meeting the needs of these students.
- 7) **Parent and family engagement**
Address strategies that increase the parent and family engagement
- Explanation**
- Strategies that increase parent involvement and family engagement are very important to a Title I school. At Highlawn Elementary we strive to make families feel an important part of the school experience. As educators we know that family involvement is the key to success for our students. Therefore, providing a variety of family involvement activities will break down the barriers between home and school while decreasing the achievement gap and increasing the knowledge of our students.
- 8) **Coordination of program**
Address strategies that coordinate program services
- Explanation**
- The coordination of programs and services will increase the learning at Highlawn Elementary and help close the achievement gaps for our students.
- 9) **Minimize pull-out instruction**
Address strategies that minimize pull-out instruction
- Explanation**
- Minimizing pull-out instruction will be alleviated as much as possible. This will maximize instruction for all students.

10) **Review progress of children served under the program**



Address strategies to review the progress of children served under the program

Explanation

The children served under the program will be given annual achievement tests to monitor their progress. The Clarity Early Warning System will pinpoint our at-risk students and give us information that will help us them them succeed.

Required Documents

This page is currently not accepting Related Documents.

Checklist Description ([Collapse All](#) [Expand All](#))