



Continuous School Improvement Plan (CSIP)

Highland Park
2016 - 2018

Principal
Chris Cronas

School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District’s plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school’s goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

Building Leadership Team Approval Pending August 2017.

Mission and Vision

Mission	Vision
<p>HP Commits to:</p> <ul style="list-style-type: none"> • Empowering and inspiring <i>each</i> member of our diverse community • Collaborating on both academic and behavioral data with a relentless student-centered focus • Endowing our students with the social intelligence necessary to build successful, sustaining relationships • Providing social and emotional support to ensure our students feel safe and respected 	<p>Highland Park Elementary is an inclusive, equitable community of students, staff and families which fosters authentic relationships. We respect the whole child, focus on the joy of learning and grow empathetic agents of change capable of pursuing diverse and fulfilling life choices.</p>

Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

Component 1: Needs Assessment

Under Principle 1, Strong Leadership, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 1: Strong Leadership

- **Indicator P1-IE06: The principal keeps a focus on instructional improvement and student learning outcomes.**

SMART Goal:

During the 2017 - 2018 school year, the leadership team will structure and organize grade level teams, academic and behavioral intervention and acceleration scheduling which will result in reaching the following targets in reading, math, ELL and attendance data in the identified subgroups:

Math:

- 50% of students in grades 1-2 will demonstrate typical growth on the MAP math assessment
- 40% of students in grades 3-5 will meet standard on the SBA math assessment

Reading:

- 54% of students in grades 1-2 will demonstrate typical growth on the MAP reading assessment
- 50% of students in grades 3-5 will meet standard on the SBA Reading assessment

ELL:

- 30% of students in grades 1-5 will exit ELL services by passing ELPA21

Attendance:

- 78% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the first semester
- 74% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the second semester

Tasks:

- Refine SMART goals after grade level team and principal goals to establish more progress monitoring measures.
- The administrative team will place a Request for PBIS instructional coach support through OSPI during the fall of 2017.
- Highland Park's administrative team will contact an ELL specialist through OSPI to ensure the ELL supports and services around scheduling and compliance meets state and federal requirements.
- Building Leadership Team will conduct monthly meetings with agenda and minutes as provided.
- The PBIS & RULER committees will meet monthly to hear from the sub-committee responsible for various components of the PBIS plan for teaching school-wide values in each classroom and celebrations for students.

Our Mission:

HP Commits to:

Empowering and inspiring *each* member of our diverse community

Collaborating on both academic and behavioral data with a relentless student-centered focus

Endowing our students with the social intelligence necessary to build successful, sustaining relationships

Providing social and emotional support to ensure our students feel safe and respected

Our Vision:

Highland Park Elementary is an inclusive, equitable community of students, staff and families which fosters authentic relationships. We respect the whole child, focus on the joy of learning and grow empathetic agents of change capable of pursuing diverse and fulfilling life choices.

Our Community:

Highland Park serves a diverse population of students. Special Education is offered to students with identified disabilities, and bilingual services are offered to students who have limited fluency in English. Approximately 83% of our students receive either free or reduced lunch.

Our Programs and Services:

Academic Programs...

- 90-minute reading block implementing scientifically based, reading researched programs.
- National Science Foundation inquiry-based science curriculum for all students, K-5
- Environmental studies partnership with Audubon Society for Grade 4 ESL (English as a Second Language) program
- Special Education (Resource Room)
- After School Clubs to reinforce specific interests
- Learning Resource Center (library) with over 17,000 books
- Instrumental Music for grades 4 & 5
- Computer Lab
- Vocal Music Program
- Art Program
- Physical Education Program
- Full-day Kindergarten from 7:55 – 2:25
- Full-day Pre-K Program in-house (SPS) and Launch (Community Based Organization) from 7:55 – 2:25
- School-wide Title I

Special Services:

Student Intervention Team (SIT) that supports staff on issues of student academic and/or behavioral progress and includes...

- half-time nurse
- psychologist (part time)
- speech therapist (part time)
- occupational therapist (part time)
- family support worker (full time)
- On-site after school daycare
- Active parent volunteer program
- Computers in every classroom in addition to those in computer lab and common areas
- Full-size, well-equipped gym
- Fully equipped kitchen where all meals are prepared on-site
- Large asphalt playground attached to grass playfield of city park
 - Ground breaking for new playground begins this summer
- Greenhouse

Highland Park Elementary School is a richly diverse Kindergarten – 5th grade Title I school; our student demographics are 16% Black, 23.9% Asian, 29% Hispanic, 26.5% Asian/Pacific-Islander, 17% White, 8% Multiracial and 4% American Indian. 14% of our students are in Special Education, and 16% are English Language Learners. About 78% of our students receive free lunch.

Math:

40 - 60 minute math blocks are scheduled within the master schedule to ensure sufficient time for math instruction. Staff will post mathematical vocabulary in classrooms and use culturally relevant strategies to help students develop mathematical concepts.

ELL Staff will collaboratively plan and teach in a co-teaching role with classroom teachers to provide in-class support for ELA at the Kindergarten, 1st, 2nd & 4th grade levels.

After school math tutoring program will utilize City Year and instructional assistants to provide supplemental math instruction to 3rd-5th graders who scored at a level 2 on the SBA.

Reading:

Highland Park will continue to develop a Readers Workshop model for reading instruction.

Principal feedback will support the implementation of high leverage teaching moves. Highland Park will use a MTSS model to deliver additional targeted reading instruction to small groups at every grade level, once per day.

Tutoring will be provided before and after school to third-fifth grade students who scored at level 2 on the SBA in reading.

Administrative feedback will support the implementation of high leverage teaching moves. At Grade-Level Data Team meetings and in our Building Leadership Team (BLT) that includes parents and community, we analyzed student achievement data from SBA, MAP, and classroom-based assessments. We then developed data-based SMART goals stated in the Student and School Success Plan for each of the 7 Principle areas.

Highland Park has a larger number of ELL students in the primary grades. At Kindergarten many new students have no prior school experience, and limited English skills. Highland Park has a large number of transitional families. Many new students arrived missing key skills and needing targeted support. Highland Park had a higher suspension rate than the SPS average. Student behavior in classrooms and common spaces disrupted instruction and interfered with learning at a higher than acceptable rate. Highland Park houses a primary and intermediate SEL program. An inclusion model supported improved behavior from SEL students but significantly increased behavior disruptions in general education classrooms. Highland Park staff have implemented PBIS supports and strategies, school-wide, and behavioral data is being monitored to determine the impact of these actions on student achievement, attendance, increased instructional time and discipline referrals.

We will use research-based strategies that help targeted students.

Component 2: Research Based strategies that help targeted students (School Wide Reform Strategies)

Under Principle 4, Effective Instruction, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 4: Rigorous, aligned instruction

- *Indicator P4-III A07: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.*

SMART Goal:

During the 2017 - 2018 school year, teachers will differentiate instruction and learning opportunities based on individual student data which will result in reaching the following targets in reading, math, ELL and attendance data in the identified subgroups:

Math:

- 50% of students in grades 1-2 will demonstrate typical growth on the MAP math assessment
- 40% of students in grades 3-5 will meet standard on the SBA math assessment

Reading:

- 54% of students in grades 1-2 will demonstrate typical growth on the MAP reading assessment

- 50% of students in grades 3-5 will meet standard on the SBA Reading assessment

ELL:

- 30% of students in grades 1-5 will exit ELL services by passing ELPA21

Attendance:

- 78% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the first semester
- 74% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the second semester

Tasks:

- Satterberg Literacy Coach will conduct the initial literacy coaching cycle during the first trimester with grade level teachers focusing on using data to inform instruction and small group instruction.
- Literacy Coach will conduct the second literacy coaching cycle during the second trimester with grade level teachers focusing on using data to inform instruction and small group instruction by 02/1/2018
- 2017-18
Administrative staff will regular walk-throughs to provide feedback on instruction and engagement to individual teachers.

Highland Park staff assessed our progress in eliminating the achievement gap/education gap between students of different ethnicities to ensure that our goals addressed the needs of underachieving groups. We created a master schedule to maximize available student learning time especially in literacy and mathematics. We are studying and putting into place “best practices” in instructional strategies. Best practices include increasing students’ active engagement in their learning, and differentiating instruction based on students’ readiness, skill levels, and learning goals.

- Highland Park will continue to develop a Readers Workshop model for reading instruction. Principal feedback will support the implementation of high leverage teaching moves.
- Highland Park will implement the use of the new Collaborative Classrooms Curriculum.
- Highland Park will use a MTSS model to deliver additional targeted reading instruction to small groups at every grade level, once per day.
- Highland Park will provide tutoring instruction before and after school to third-fifth grade students who scored at level 2 on the SBA in reading.
- Literacy coach will work with staff to develop Readers Workshop practices and new CCC strategies and practices. Coach and principal feedback will support the implementation of High Leverage moves in reading.
- 60 minute math blocks are scheduled within the master schedule to ensure sufficient time for math instruction.
- Staff will post mathematical vocabulary in classrooms and use culturally relevant strategies to help students develop mathematical terminology.
- ELL Staff will collaboratively plan and teach in a co-teaching role with classroom teachers to provide in-class support for mathematics at the 3rd, 4th, and 5th grade levels.
- A before and after school math tutoring program will utilize City Year and Instructional assistants to provide supplemental math instruction to 3rd-5th graders who scored at a level 2 on the MSP.

- A PBIS Team will lead staff in developing Tier 1, 2, and 3 supports for student behavior in conjunction with the PBIS model. This will include explicit instruction to all students on important school wide expectations and procedures, and developing school wide consistent responses to student misbehavior.
- Staff will develop a behavior intervention plan for students who receive a second conduct referral or whose behavior repeatedly disrupts learning.
- K-5 SEL students will be assigned to a regular ed classroom. Sped. Teacher, adm., IA's will provide support for behavior and academic instruction to occur in the regular ed. classroom. Interventions and adjustments will be made to the schedule and supports provided to SEL students to reduce the number of outbursts and classroom removals.
- MTSS intervention block will be used to deliver Second Step curriculum to all K-2 students.
- Staff will continue to develop Positive Discipline practices, including the use of class meetings, to support student ownership of expectations and solutions.

Advanced Learners at HP are provided the following supports:

Literacy:

- Teachers differentiate literacy instruction through the Readers & Writers Workshop model by providing students with access to 'Just Right' books which are level appropriate. Teachers confer with students to individualize their work plans around reading and writing to ensure they are working at a level that addresses their needs and accelerates, when necessary, their learning.

Math:

- Advanced Learners at HP are provided differentiated math through small group instruction and individualized feedback to ensure students are introduced to more challenging concepts. We tier our assessments to identify where on the continuum of mastery students fall and adjust as necessary based on the feedback we receive. An example of how students practice differentiated math includes the use of parallel tasks. Students may all be working on addition but while some are doing single digit addition and compliments of 10, others may be practicing this concept with decimals rather than with whole numbers. Teachers provide students with additional supports by having students work in small groups with the teacher.

Our school offers professional development that is high quality and ongoing.

Component 4: Professional Development that is high quality and ongoing

Under Principle 2, Professional Development, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 2: Staff evaluation and professional development

- *Indicator P2-IF12:* The school will provide all staff high quality, ongoing, job-embedded, and differentiated professional development.

SMART Goal:

During the 2017 - 2018 school year, professional development around ELL, Vision & Mission, RULER, Writing Workshop and PBIS will support an increase in achievement in the following goal areas:

Math:

- 50% of students in grades 1-2 will demonstrate typical growth on the MAP math assessment
- 40% of students in grades 3-5 will meet standard on the SBA math assessment

Reading:

- 54% of students in grades 1-2 will demonstrate typical growth on the MAP reading assessment

- 50% of students in grades 3-5 will meet standard on the SBA Reading assessment

ELL:

- 30% of students in grades 1-5 will exit ELL services by passing ELPA21

Attendance:

- 78% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the first semester
- 74% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the second semester

Tasks:

- Highland Park staff will participate in 3 or more Ruler trainings as provided through building PD schedule.

Highland Park staff have several days each school year where our staff participates in professional development (PD) based on our schools' PD plans, and where our data indicate a need for enhanced instruction. The district also offers professional development activities throughout the year in which all staff are welcome to participate, including math, reading/literacy, and science. We have access to instructional / content coaches who provide peer-coaching in refining instructional skills and putting into practice the best use of our curricular materials.

-Staff will participate in CCC PD and Solution Tree PLC training in August.

- Staff will study TC data and MAP data to monitor student progress, adjust intervention groups, and identify students for further intervention.

- Contracted PLC time, and one PCP per week, will be used to plan and coordinate intervention blocks for students. This PLC process will also be used to support PG&E student achievement and professional growth goals.

- Principal will provide written feedback to teachers during learning walks regarding implementation of a mathematics workshop model and high leverage teaching moves.

- Principal and teacher leaders will provided mini-lessons on the use of high leverage teaching moves in a mathematics workshop model during staff meeting time. Grade level teams will be given staff meeting time to plan math workshop lesson that incorporates the targeted high leverage teaching move.

- All staff will participate in training sessions for Second Step, Steps to Respect, and anti-bullying procedures.

- Staff will use contracted PLC time to collaboratively plan Second Step and Steps to Respect lessons.

One PCP slot/week will be used to coordinate plans with instructional assistants and support staff.

- PBIS Team will attend SPS trainings and consult with OSPI and district PBIS coaches regarding the implementation of Tier 1, Tier 2, and Tier 3 behavioral supports.

Our school will increase parent/family engagement.

Component 6: Increase parent/family engagement

Under Principle 7, Increase parent and family engagement, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 7: Family and community engagement

- *Indicator: P7-IVA04:* The school's Compact will include responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home

(curriculum of the home, with learning opportunities for families to develop their curriculum of the home).

2017 - 2018

SMART Goal: During the 2017 - 2018 school year, through increased parent and family communication, Literacy Night, Curriculum Night, ELL Night, Multi-cultural night, Math night, School & Teacher newsletters, Attendance campaigns, movie nights, and school dances, we will directly impact student achievement, resulting in reaching the following targets in reading, math, ELL and attendance data in the identified subgroups:

Math:

- 50% of students in grades 1-2 will demonstrate typical growth on the MAP math assessment
- 40% of students in grades 3-5 will meet standard on the SBA math assessment

Reading:

- 54% of students in grades 1-2 will demonstrate typical growth on the MAP reading assessment
- 50% of students in grades 3-5 will meet standard on the SBA Reading assessment

ELL:

- 30% of students in grades 1-5 will exit ELL services by passing ELPA21

Attendance:

- 78% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the first semester
- 74% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the second semester

Tasks:

- The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) will be annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.
- 2017-18 By the third week of November each year, we will revise the Parent Compact for distribution during November Parent Conferences.
- 2017-18
Highland Park will distribute a monthly school newsletter as well as update our web site, and classroom teachers will distribute weekly/monthly newsletters to provide on-going communication between school and families.
- The Communities and Schools Site Coordinator will conduct weekly coffee chats for parents and community members to facilitate communication between home, school and community members.
- Highland Park staff will conduct five or more Parent and Family Involvement Activities (Instruction nights, back-to-school BBQ, Curriculum Nights and ELL Family Night, etc).

Every major student learning goal includes activities and strategies for increasing parent involvement.

-Greeters welcome families to school events. Welcoming signage in different languages. Evening greeting by principal translated into Vietnamese and Spanish. Dinner and beverages will be provided whenever possible for evening events.

-Send home-family friendly flyers about upcoming events, in home languages.

-Use School Messenger to make calls about family events and important information, in home languages.

-Personal calls, face to face invitations, from teachers, IA's, administrators, FSW, parent leaders with information regarding the event.

- Family support worker will establish a literacy center in the FSW office so that families can utilize literacy materials before school, during meetings, and borrow them.
- ELL teachers will organize a primary and intermediate literacy night targeting ELL families. Literacy strategies and resources will be taught and provided to families by ELL staff.
- Recruit parents and family members to share various skills that they have to promote student literacy and to extend their learning. Parents and family members are invited to teach students about their expertise. In addition parents extend student learning by reading books in various languages and share cultural experiences.
- Teachers will teach parents and students how to play various Every Day Math games. Students and parents will receive math manipulatives and directions on how to play the math games at home. Parents and Students will play various Math Board Games to increase family cohesion and Math skills.
- A Highland Park Mustang Money will be used to reinforce school expectations to students.
- The parents of students who receive a third referral will be required to attend a conference with an administrator to develop or review a behavior intervention plan for their child- A brochure and school newsletter will be used to communicate Highland Park's PBIS expectations.
- A flyer and letters home will be used to communicate information to families regarding Highland Park's SEL inclusion program.

Our staff is involved in decision-making.

Component 8: Staff is involved in decision-making:

Under Principle 5, Use data to inform instruction and for continuous improvement, including providing time for staff to analyze and act upon student data, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 5: Use of data for school improvement and instruction

- *Indicator:* P5-IID12 All teachers will monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.

SMART Goal: During the 2017-18 school year, all teachers will continue to monitor and assess student mastery of standards - based objectives in order to make appropriate curriculum adjustments, which will result in reaching the following targets in reading, math, ELL and attendance data in the identified subgroups:

Math:

- 50% of students in grades 1-2 will demonstrate typical growth on the MAP math assessment
- 40% of students in grades 3-5 will meet standard on the SBA math assessment

Reading:

- 54% of students in grades 1-2 will demonstrate typical growth on the MAP reading assessment
- 50% of students in grades 3-5 will meet standard on the SBA Reading assessment

ELL:

- 30% of students in grades 1-5 will exit ELL services by passing ELPA21

Attendance:

- 78% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the first semester
- 74% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the second semester

Tasks:

- During September: Highland Park teaching staff will administer K-5 assessments: running records and writing, K-2 snap words, K phonics including letter names and sounds (CAP), grades 3-5 will administer Core Phonics and math screeners will include: Math Inventory (Scholastic), during September and October - due by Nov. 1st.
- Highland Park teaching staff will analyze fall, student progress monitoring data during the week of November 6-10 to plan instruction, interventions, and supports for students identified as below standards based on progress monitoring data.
- Staff will administer Winter Interim Benchmark Assessments (Grades 3-5) reading and math assessments aligned with district assessment calendar to inform/guide instruction and identify students in need of intervention.
- During January: Highland Park teaching staff will administer K-2 assessments: BAS: Running records and writing, K-2 snap words, K phonics including letter names and sounds (CAP), grades 3-5 will administer BAS: Running records and writing for Tier II and Tier III, CORE phonics (Tier II and Tier III) - due by January 26, 2018.
- Staff will administer Fall MAP Kindergarten reading and math assessments aligned with district assessment calendar to inform/guide instruction and identify students in need of intervention.
- Highland Park teaching staff will analyze Winter student progress monitoring data during the week of January 22-26 to plan instruction, interventions, and supports for students identified as below standards based on progress monitoring data.
- Staff will administer Spring Interim Benchmark Assessments (Grades 3-5) reading and math assessments aligned with district assessment calendar to inform/guide instruction and identify students in need of intervention.
- 2017-18 Highland Park staff will administer round four of the BAS Running Record Assessment for grades K-5 three times a year (Sept. February and June) and analyze the data within 2 weeks after the administration to design instruction and interventions.
- During April: Highland Park teaching staff will administer K-2 assessments: BAS: Running records and writing, K-2 snap words, K phonics including letter names and sounds (CAP) for Tier II and Tier III students, grades 3-5 will administer BAS: Running records and writing for Tier II and Tier III, Math Benchmarks - due by March 30, 2018.
- Highland Park teaching staff will analyze Spring, student progress monitoring data during the week of June 6-9, to plan instruction, interventions, and supports for students identified as below standard based on progress monitoring data and prepare for summer staircase and fall 2017.
- Staff will administer Spring MAP (Kindergarten and 2nd) reading and math assessments aligned with district assessment calendar to inform/guide instruction and identify students in need of intervention and prepare for Summer staircase and Fall 2017.
- Each intermediate teacher will analyze SBA (3rd administration) Benchmark Assessment Data (grades 3-5) in reading and math utilizing the MTSS data analysis form aligned with district assessment calendar to inform/guide instruction and identify students in need of intervention.
- Staff will administer DIBELS 2 assessment, 3 times per year (Fall, Winter, Spring) to all K-2 students.

Teacher representatives and parents participate in our Building Leadership Team. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and our representatives report back to their grade level/department teams. They also bring issues and input to BLT meetings from their team members.

We will assist our students to meet standard.

Component 9: Assist our students to meet standard:

Under Principle 3, Extended and Maximizing learning time and collaboration, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 3: Expanded time for student learning and teacher collaboration

- ***Indicator: P3-IVD05 The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.***

SMART Goal:

During the 2017 - 2018 school year, we will maximize instructional time throughout the day by developing a comprehensive acceleration/intervention schedule which supports an increase teacher/student contact time and decrease pullout for intervention which will result in reaching the following targets in reading, math, ELL and attendance data in the identified subgroups:

Math:

- 50% of students in grades 1-2 will demonstrate typical growth on the MAP math assessment
- 40% of students in grades 3-5 will meet standard on the SBA math assessment

Reading:

- 54% of students in grades 1-2 will demonstrate typical growth on the MAP reading assessment
- 50% of students in grades 3-5 will meet standard on the SBA Reading assessment

ELL:

- 30% of students in grades 1-5 will exit ELL services by passing ELPA21

Attendance:

- 78% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the first semester
- 74% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the second semester

Tasks:

- Implementing Highland Park's Master Schedule which was designed to accommodate several different interventions and acceleration programs we are using during the 2017 - 2018 school year.
- Instructional Team will identify students by leveled performance of TIER 1, 2, 3 by Nov. 2, 2017.

Highland Park's CSIP, SSSP and Levy goals, target underachieving students in a number of specific areas of student learning. These goals focus on increased student achievement as stated in SMART goals in each of the 7 Turnaround Principle areas.

Retain high quality, highly effective, and highly qualified staff.

Highland Park provides mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for professional development. These activities help new staff feel supported and maximize their skill base in order to best serve students.

Component 3: System of support assures our highly qualified staff are supporting students:

Under Principle 6, Provide a safe, supportive environment promoting social, emotional, and physical health, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 6: Safety, discipline, and social, emotional, and physical health

- Indicator P6-IIIC16: The school leadership team will ensure that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being).

2017 - 2018

SMART Goal: During the 2017 - 2018 school year, through the implementation of PBIS, RULER, Trauma training and daily, morning assemblies that teach students mindfulness and research-based breathing activities to reduce student anxiety, which will result in reaching the following targets in reading, math, ELL and attendance data in the identified subgroups:

Math:

- 50% of students in grades 1-2 will demonstrate typical growth on the MAP math assessment
- 40% of students in grades 3-5 will meet standard on the SBA math assessment

Reading:

- 54% of students in grades 1-2 will demonstrate typical growth on the MAP reading assessment
- 50% of students in grades 3-5 will meet standard on the SBA Reading assessment

ELL:

- 30% of students in grades 1-5 will exit ELL services by passing ELPA21

Attendance:

- 78% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the first semester
- 74% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the second semester

Tasks:

- Highland Park will meet with OSPI-PBIS instructional coach to evaluate feedback from their visit as well as identify areas of implementation around which we must focus to ensure fidelity. Future meetings will be used to evaluate our data and do additional walk-throughs.
- Highland Park students and staff will participate in daily morning assemblies to help prepare students for the school day.

During the spring of each year, Highland Park staff create class lists for the transition from grade level to grade level. These lists take many factors into consideration to ensure the placement is a “good fit” for each student. Staff are also placed into each class to ensure their instructional style and skills are a “good match” for their student group. The goal is to have each student placed in a supportive, caring environment in which their learning can thrive.

How do we support the transitions of new students and families into our school?

Component 7: Transition of new students and families into our school:

Under Principle 5, Recommend appropriate supports for each student’ transitions between grade levels, schools, interventions, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 5: Transition

- *Indicator P5-IID07: The Leadership Team reviews student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).*

SMART Goal: During the 2017-17 school year, the leadership team will maintain the transitional framework we developed from Pre-K to Kindergarten, grade-to-grade student placement, and 5th grade to middle school, which will result in reaching the following targets in reading, math, ELL and attendance data in the identified subgroups:

Math:

- 50% of students in grades 1-2 will demonstrate typical growth on the MAP math assessment
- 40% of students in grades 3-5 will meet standard on the SBA math assessment

Reading:

- 54% of students in grades 1-2 will demonstrate typical growth on the MAP reading assessment
- 50% of students in grades 3-5 will meet standard on the SBA Reading assessment

ELL:

- 30% of students in grades 1-5 will exit ELL services by passing ELPA21

Attendance:

- 78% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the first semester
- 74% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the second semester

Tasks:

- 2017-18 Highland Park will host a welcoming event the first Friday of the school year for incoming students and invite their families to tour the school and meet our staff and students.
- In Spring of 2018 Highland Park, fifth-grade students will be visited by Denny Middle School teachers to support their transition from fifth grade to middle school.
- During Spring 2018 Highland Park Kindergarten staff will plan for the August 2017 Jump Start Program to support incoming kindergarten students' transition to Highland Park kindergarten.

Highland Park staff host a welcoming event for incoming students and invite their families to tour the school and meet our staff and students.

How do we support students identified as highly capable?

Advanced Learners at HP are provided the following supports:

Literacy:

- Teachers differentiate literacy instruction through the Readers & Writers Workshop model by providing students with access to 'Just Right' books which are level appropriate. Teachers confer with students to individualize their work plans around reading and writing to ensure they are working at a level that addresses their needs and accelerates, when necessary, their learning.

Math:

- Advanced Learners at HP are provided differentiated math through small group instruction and individualized feedback to ensure students are introduced to more challenging concepts. We tier our assessments to identify where on the continuum of mastery students fall and adjust as necessary based on the feedback we receive. An example of how students practice differentiated math includes the use of parallel tasks. Students may all be working on addition but while some are doing single digit addition

and compliments of 10, others may be practicing this concept with decimals rather than with whole numbers. Teachers provide students with additional supports by having students work in small groups with the teacher.

Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Title I, Part A	148,207	After school program, additional in class assistance, small group pull out when needed to reinforce grade level state standards.
2017-2018	Combined	Learning Assistance Program (LAP)	83,886	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,312,078	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	107,358	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	68,005	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	159,334	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Combined	FEL Performance Pay	83,000	City Levy funds awarded for meeting student performance measures. Funding will continue to support programs focused on improving student growth.
2017-2018	Combined	Seattle Preschool	165,829	Enables participating students to achieve pre-academic skills and develop socially/emotionally.
2017-2018	Specific Use	Transitional Bilingual	255,788	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	661,987	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>ELL Students make initial gains in primary level classrooms. However, as students progress into intermediate levels, their gains are lost and they remain either stagnant and/or their progress slows and they do not exit from receiving ELL services.</p>	<p>SMART Goal: During the 2017-18 school year, all teachers will continue to monitor and assess student mastery of standards - based objectives in order to make appropriate curriculum adjustments, which will result in reaching the following targets in reading, math, ELL and attendance data in the identified subgroups:</p> <p>Math:</p> <ul style="list-style-type: none"> • 50% of students in grades 1-2 will demonstrate typical growth on the MAP math assessment • 40% of students in grades 3-5 will meet standard on the SBA math assessment <p>Reading:</p> <ul style="list-style-type: none"> • 54% of students in grades 1-2 will demonstrate typical growth on the MAP reading assessment • 50% of students in grades 3-5 will meet standard on the SBA Reading assessment <p>ELL:</p> <ul style="list-style-type: none"> • 30% of students in grades 1-5 will exit ELL services by passing ELPA21 <p>Attendance:</p> <ul style="list-style-type: none"> • 78% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the first semester • 74% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the second semester 	<p>BLT</p>	<p>June, 2018</p>

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>ELL Students make initial gains in primary level classrooms. However, as students progress into intermediate levels, their gains are lost and they remain either stagnant and/or their progress slows and they do not exit from receiving ELL services.</p>	<p>SMART Goal: During the 2017 - 2018 school year, teachers will differentiate instruction and learning opportunities based on individual student data which will result in reaching the following targets in reading, math, ELL and attendance data in the identified subgroups:</p> <p>Math:</p> <ul style="list-style-type: none"> • 50% of students in grades 1-2 will demonstrate typical growth on the MAP math assessment • 40% of students in grades 3-5 will meet standard on the SBA math assessment <p>Reading:</p> <ul style="list-style-type: none"> • 54% of students in grades 1-2 will demonstrate typical growth on the MAP reading assessment • 50% of students in grades 3-5 will meet standard on the SBA Reading assessment <p>ELL:</p> <ul style="list-style-type: none"> • 30% of students in grades 1-5 will exit ELL services by passing ELPA21 <p>Attendance:</p> <ul style="list-style-type: none"> • 78% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the first semester • 74% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the second semester 	<p>PLC's</p>	<p>June, 2018</p>

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>ELL Students make initial gains in primary level classrooms. However, as students progress into intermediate levels, their gains are lost and they remain either stagnant and/or their progress slows and they do not exit from receiving ELL services.</p>	<p>SMART Goal: During the 2017 - 2018 school year, the leadership team will structure and organize grade level teams, academic and behavioral intervention and acceleration scheduling which will result in reaching the following targets in reading, math, ELL and attendance data in the identified subgroups:</p> <p>Math:</p> <ul style="list-style-type: none"> • 50% of students in grades 1-2 will demonstrate typical growth on the MAP math assessment • 40% of students in grades 3-5 will meet standard on the SBA math assessment <p>Reading:</p> <ul style="list-style-type: none"> • 54% of students in grades 1-2 will demonstrate typical growth on the MAP reading assessment • 50% of students in grades 3-5 will meet standard on the SBA Reading assessment <p>ELL:</p> <ul style="list-style-type: none"> • 30% of students in grades 1-5 will exit ELL services by passing ELPA21 <p>Attendance:</p> <ul style="list-style-type: none"> • 78% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the first semester • 74% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the second semester 	BLT	June, 2018

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>ELL Students make initial gains in primary level classrooms. However, as students progress into intermediate levels, their gains are lost and they remain either stagnant and/or their progress slows and they do not exit from receiving ELL services.</p>	<p>SMART Goal: During the 2017 - 2018 school year, through the implementation of PBIS, RULER, Trauma training and daily, morning assemblies that teach students mindfulness and research-based breathing activities to reduce student anxiety, which will result in reaching the following targets in reading, math, ELL and attendance data in the identified subgroups:</p> <p>Math:</p> <ul style="list-style-type: none"> • 50% of students in grades 1-2 will demonstrate typical growth on the MAP math assessment • 40% of students in grades 3-5 will meet standard on the SBA math assessment <p>Reading:</p> <ul style="list-style-type: none"> • 54% of students in grades 1-2 will demonstrate typical growth on the MAP reading assessment • 50% of students in grades 3-5 will meet standard on the SBA Reading assessment <p>ELL:</p> <ul style="list-style-type: none"> • 30% of students in grades 1-5 will exit ELL services by passing ELPA21 <p>Attendance:</p> <ul style="list-style-type: none"> • 78% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the first semester • 74% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the second semester 	<p>PBIS & RULER teams</p>	<p>June, 2018</p>