



2024-25 CSIP Review and Updates Highland Park Elementary School

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to “include a continuous improvement process for monitoring, adjusting, and updating the plan.”

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

School Data and Building Leadership Team Members

School Name: Highland Park Elementary School

Principal: Mary McDaniel

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Rachel Hardebeck (Teacher), Patricia Bunting (Admin Assistant), Chellie Lafayette (PE Teacher), Emuna David, (Teacher), Katherine Hardeman (Special Education Teacher), Karen Doxey (Teacher), and Po-yuk Tang ML Teacher).

[2023-26 CSIP Highland Park](#)

[Highland Park Elementary School Report](#)

[Highland Park Elementary School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

During the 2023-24 school year, the 2023-26 Comprehensive School Improvement Plan (CSIP) prioritized several key practices aimed at enhancing educational outcomes. These included the integration of tiered instruction, intervention to support personalized learning, a renewed focus on social-emotional learning (SEL) programs to foster student well-being to learn in a safe environment and the expansion of professional development opportunities for staff to ensure they are equipped with the latest strategies. Additionally, the plan emphasized increasing family engagement through regular communication and collaborative activities designed to support students' academic and social development. These initiatives were geared toward creating a more responsive and inclusive educational environment that supports diverse learning needs and promotes overall student success.

What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?

Continued implementation of the 2023-26 CSIP faces several risks, particularly for vulnerable student, family, and staff groups. Students with learning needs and those from low-income backgrounds may struggle with accessing adequate support and resources that are not provided. Families with limited access to learning tools and materials, technology and who are not fluent in the primary language of instruction may find it challenging to engage with new communication platforms and feel welcome in school. Staff members, particularly those who are new to Highland Park Elementary and have not received training during peer observations of Multilingual students could face difficulties adapting to the new instructional strategies and methodologies. These risks highlight the need for targeted support and resources to ensure equitable access and successful outcomes for all stakeholders.

What are short-term and long-term desired outcomes for student, family, and staff groups?

In the short term, the desired outcomes for the 2023-26 CSIP include improved academic performance and engagement among students, increased satisfaction and capability among staff, and heightened involvement from families. For students, this translates to increased learning opportunities and enhanced social-emotional development. For staff, the aim is to see effective use of new teaching tools and methodologies. Families are expected to feel more connected and involved in their children's education. Long-term outcomes focus on sustaining these improvements by achieving a robust, resilient educational environment that consistently supports student achievement, professional growth for staff, and meaningful family engagement, thereby ensuring long-lasting positive impacts on the entire school community.

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

The 2024 Comprehensive Needs Assessment reveals notable progress toward enhancing student academic outcomes and fostering joyful, safe, and anti-racist learning environments. Comparing baseline and recent data, there is a positive shift in overall academic performance, with an increase in student engagement and satisfaction reported. However, disproportionality remains evident, particularly affecting students of color and those from low-income backgrounds. These groups continue to experience lower academic achievement and heightened incidents due to trauma. The data highlights that while general improvements have been made, targeted interventions are still necessary to address these persistent disparities and ensure an equitable learning environment for all students.

Data on community-based organization (CBO) supports reveals that while there has been an increase in resources provided to Highland Park Elementary, the impact varies significantly among different student groups. CBO programs have been beneficial in offering supplemental academic support and resources to help keep students in school and families seeking medical support;

however, students of color and those from economically disadvantaged backgrounds are less likely to benefit from these resources due to barriers such as transportation and access to technology. The data shows that these supports are not equally distributed, leading to continued disproportionality in academic outcomes. Addressing these gaps is critical to ensuring that all students can fully benefit from CBO resources and support.

Summary of student strengths supported by data:

Data indicates several strengths among students that can be leveraged to support further growth. Notably, there is a strong sense of resilience and adaptability among students, particularly in our diverse populations. Student engagement has also been high as observed by the administrator, showing enthusiasm for learning in a classroom setting, particularly in third, fourth and fifth grades. Additionally, collaborative learning experiences have been successful, with students demonstrating improved teamwork and communication skills. These strengths highlight the potential for building upon existing student capabilities to drive academic and social emotional development.

Identify and prioritize student needs supported by data:

The data reveals several critical needs among students, particularly those impacted by racial and economic disparities. Priority needs include addressing the academic achievement gap, enhancing social-emotional support, and improving access to technology and learning resources.

Classroom, district and state assessment patterns show that students of color and those from low-income families face significant challenges in these areas, impacting their overall academic performance and well-being.

Focus should be placed on providing targeted academic interventions, expanding access to support services, and creating inclusive, culturally responsive learning environments to address these needs effectively.

Summary of possible root causes of the priority student need:

The priority student need identified is the academic achievement gap, which appears to be driven by several root causes. Key factors include insufficient access to high-quality instructional resources and support for students from marginalized backgrounds, systemic biases within the educational system, and socio-economic barriers that limit opportunities for academic enrichment.

Additionally, there is evidence of inconsistent implementation of anti-racist practices and a lack of culturally responsive teaching strategies. Addressing these root causes requires a comprehensive approach that includes enhancing resource allocation, increasing professional development for staff on equity and inclusion, and implementing targeted support for students most affected by these issues.

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

The data shows that school staff are making noticeable progress in enhancing their culturally responsive professional practices by engaging in Multilingual Inquiry Cycle PD. Comparing baseline and recent data, there is an increase in the implementation of culturally inclusive teaching strategies for Multilingual and Tier 3 students and a growing awareness of racial equity understanding among staff. Observations and feedback indicate that more teachers are incorporating diverse perspectives into their curriculum and using culturally relevant materials.

However, there remains some disproportionality in the effectiveness of these practices across different staff groups. For instance, while returning staff have participated in recent Multilingual trainings show greater improvements, new staff members who have not engaged in recent professional development but will have opportunities to participate and grow in this area to support

diverse learning needs. This suggests a need for ongoing, targeted support to ensure all staff are equally proficient in culturally responsive teaching.

Summary of data proving professional learning is effective in supporting student outcomes:

Data on professional learning effectiveness indicates a positive impact on student outcomes, particularly in terms of engagement and academic performance. Comparing baseline and recent data, there has been a noticeable improvement in student achievement and behavior in classrooms where teachers have engaged in targeted professional development.

The qualitative and quantitative data suggest that training focused on culturally responsive teaching and differentiated instruction has led to better classroom practices and more equitable outcomes. Nonetheless, there are still disparities in student outcomes among different demographic groups, indicating that while professional learning has been beneficial, further refinement and expansion of these initiatives are needed to address remaining gaps.

Professional learning that needs to be strengthened or is no longer being implemented due to minimal impact on student outcomes:

Some professional learning initiatives have shown a positive impact on student outcomes and are now being reviewed and tweaked based on student outcomes. Specifically, Multilingual instructional strategies that lack a focus on visuals, student output and cultural responsiveness or differentiated instruction have not yielded significant improvements but yield consistent growth in student performance and engagement. Additionally, one-size-fits-all training formats that do not address specific needs of diverse student populations have proven less effective.

There is a need to strengthen professional learning by incorporating more targeted hands-on, visuals, student output and context-specific training that aligns closely with the needs of both staff and students. This could include more in-depth professional development on culturally responsive pedagogy and differentiated instruction tailored to the unique challenges faced by different student groups.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:

The data indicates significant strides in centering families' voices through enhanced power-sharing and two-way communication. Analysis of recent surveys and feedback mechanisms shows growth in family participation in school decision-making processes and a more responsive dialogue between schools and families.

Specifically, there has been a rise in family attendance at school meetings, literacy and math night events, SBA Family Night for 3rd – 5th grades, Talent Show, Parent Teacher Conference, Curriculum Night and PTA Back to School Barbeque, reflecting a greater involvement in shaping school community building.

Furthermore, Highland Park Elementary has implemented regular, structured communication channels, such as monthly newsletters and bi-weekly news briefs, which have facilitated more consistent and meaningful exchanges of information. Disproportionality in engagement, however, remains, as families from marginalized communities and non-English speaking backgrounds are less represented. This highlights the need for continued efforts to ensure all families, particularly those from underrepresented groups, are actively engaged and their voices are fully integrated into school decision-making.

Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:

An effective example of continuity of supports can be seen in the collaboration between the school staff and the local community-based organization (CBO). The school and Success Pathways have

worked together to ensure consistent support for students addressing academic and socio-emotional needs. This collaboration ensures that students receive a holistic support system that bridges the gap between school and community resources.

To strengthen these supports, the school and NeighborCare, Seneca, Launch, and Salvation Army strive to educate families on how to support their children's academic and personal growth, thereby fostering a more comprehensive support network. By aligning their goals and continuously assessing its impact, both the school and CBO aim to ensure that the supports provided are both consistent and responsive to the evolving needs of students, thereby contributing to the achievement of the CSIP Priority Goals.

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

Measures and Targets

2023-26 Three-year Goal:

Based on SY 2022-2023 data, we will improve the percentage of students feeling belonging and relationships from 76% to 90% by June 2026.

Rationale: Based on our 3rd-5th Grade SY 2022-23 Student Survey Data, 69% of students indicated that there are adults at Highland Park who share their same culture and background. This is a decrease of approximately 6% of the Belonging and Relationship Category from SY 2021-22.

By the end of the 2025-2026 school year, our school will have implemented a comprehensive strategy to foster a joyful, safe, and anti-racist learning environment.

2024-25 One-Year Goal:

Based on SY 2022-2023 data, we will improve the percentage of students feeling belonging and relationships from 76% to 85% by June 2024.

By the end of the 2024-2025 school year, our school will enhance the learning environment by implementing three key initiatives focused on promoting joy, safety, and anti-racism.

Action Plan

2024-25 Evidence-based Practice 1:

Professional development in Culturally Responsive Teaching Practices

Student Outcome Data Measures:

- Currently 83% (Panorama Data) of students feel they belong and have positive relationships at HPE. By Spring, 85% of students will report feeling a stronger sense of belonging and more positive relationships at school.
- Currently 79% of staff demonstrate culturally responsive practices. By Spring, at least 80% of staff will demonstrate increased awareness and implementation of culturally responsive practices as measured by peer observations and student feedback (Racial Equity/ML Teams)

Timeframe for Reviewing Student Outcome Data Measures:

- Winter 2025:
 - Conduct a follow-up survey and focus groups to evaluate student responses to CRT practices in the classroom.
 - Begin a new round of student and staff surveys focusing on inclusivity and culturally responsive environments.
- Spring 2025:

- Analyze mid-year data from focus groups, classroom observations, and student surveys.
- Continue professional development in CRT (Racial Equity), with an emphasis on actionable feedback.
- End of Year Reflection (June 2025):
 - Final analysis of student outcome data for the year.
 - Determine if progress towards the 85% goal for belonging and relationships has been met.
 - Use data to refine teaching practices and interventions moving into Year 3.

Process Data Measures:

- Teacher attendance
- observation of culturally responsive teaching practices implementation
- student interviews

Timeframe for Reviewing Process Data Measures:

3 inquiry cycles led by teacher leaders across the school year.

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Teacher Leader Cadre (TLC)
- ML Team

Additional context about your school's implementation of chosen evidence-based practice:

The following resources will be used to implement this evidence-based practice: PD release time and extended time for instructional planning.

2024-25 Evidence-based Practice 2:

Multi-Tiered Systems of Support

Student Outcome Data Measures:

Student Climate Survey

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- End of Year

Process Data Measures:

Notes from progress monitoring meetings

Timeframe for Reviewing Process Data Measures:

- Monthly meetings
- Additional Meetings as needed for progress monitoring

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- MTSS lead
- Classroom teachers
- Support staff

Additional context about your school's implementation of chosen evidence-based practice:

The following resource will be used to implement this evidence-based practice: extended time for MTSS meetings and follow up.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 School Three-year Goal:

3rd Grade Smarter Balance Assessment will increase from 10% in June 2023 to 47.4% in June 2026

2024-25 School One-year Goal:

3rd Grade Map Assessment will increase from 0% in June to 33.3% in June 2024.

Action Plan

2024-25 Evidence-based Practice 1:

Targeted small group instruction

Student Outcome Data Measures:

ELA MAP

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of year
- Mid-year

Process Data Measures:

- Mastery tests
- Running records

Timeframe for Reviewing Process Data Measures:

Monthly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Classroom Teachers
- Reading Interventionist
- Family

Additional context about your school's implementation of chosen evidence-based practice:

The following resource will be used to implement this evidence-based practice: professional development, extended time for collaboration, and curriculum and instructional materials.

2024-25 Evidence-based Practice 2:

Professional Development to support effective Multilingual instruction

Student Outcome Data Measures:

- ELA
- MAP
- CEA
- WIDA Scores
- Student progress in multilingual proficiency

Timeframe for Reviewing Student Outcome Data Measures:

- Timeframe for Reviewing Student Outcome Data Measures:
 - Beginning of Year
 - Mid - Year
 - End of Year

- Team(s) or Individual(s) Responsible:
 - Reading Specialist, Tutors, Primary Grade Academic Interventionist
 - Classroom Teachers
 - Multilingual Education Specialists
 - Family
- Additional Context for Implementation:
 - The professional development will focus on culturally relevant pedagogy and language acquisition strategies to improve academic success for multilingual learners. Support will include regular workshops, targeted instructional materials, and resources for bilingual education.

Process Data Measures:

- Teacher attendance
- Observational data of implementation of teaching strategies

Timeframe for Reviewing Process Data Measures:

3 inquiry cycles led by teacher leaders across the school year.

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Teacher Leader Cadre (TLCs)
- ML Teacher
- Grade-band teams

Additional context about your school's implementation of chosen evidence-based practice:

The following resource will be used to implement this evidence-based practice: professional development, release time for teams, and planning time for TLCs and ML teacher.

Advanced Learning and Highly Capable Services:

Highland Park Elementary is identified as an Advanced Learning Opportunity School (ALO). If your student(s) qualified for ALO services, this learning opportunity will be provided at Highland Park Elementary.

Highland Park’s model for accelerating students is focused extending the learning of learning of students by using student’s reading and math data to define rigorous activities and assignments for identified advanced learners. We offer students enrichment support through differentiated instruction, including tiered assignments, flexible groupings, inter-and cross-grade level teacher collaboration to support academic need, and curriculum compacting.

- Classroom Based: Students have access to learning opportunities that build on their talents and strengths and extended work based on assessment data and interest. This happens in reading, writing, math, science and social studies.
- Tiered Assignments: Identified ALO students will receive their instruction in varying levels of complexity and depth.
- Flexible Groupings: Students will move in and out of small groups depending upon individual needs. Classroom teachers and support staff provide support to both advanced learners and students in need of remediation help.
- Curriculum Compacting: Teachers extend parts of the reading and math curriculum based on instructional need of student.

Elementary Math – Envision Math Curriculum

Students receive their math instruction by participating in their appropriate grade level math class and working in small, differentiated math groups. All classes use Envision Math Curriculum which

includes lessons for advanced learners and students in need of remediation skills. This new curriculum meets standards and engages students in equitable student-centered learning activities. Teachers challenge students to new levels of knowledge by extending their learning and grouping students with similarly leveled peers during independent work times.

Reading – Center for the Collaborative Classroom (CCC)

Students learn and practice common reading skills and strategies during instructional time. CCC builds strong reading and writing skills and fosters creating classroom communities. The two components, Being a Reader and Being a Writer, puts students thinking at the center of learning, creating curious, self-motivated and enthusiastic learners. Students are assessed using meaningful formative and summative assessments that support instructional decision-making for the class, groups of students with similar points of need and individual students.

Our Advanced Learning Opportunities at Highland Park and Seattle School District is inclusive, equitable and culturally sensitive. Students who have been excluded will have the same opportunities as every other student and the support and enrichment they need to grow as a learner.

Expanded Learning

Currently, we do not have expanded learning opportunities such as afterschool or summer enrichment programs in place. However, we want to assure you that our commitment to enhancing the educational experience for our students is unwavering.

We recognize the tremendous value of expanded learning opportunities in fostering academic growth, nurturing students' interests and talents, and promoting holistic development. To that end, we are actively working to identify funding sources and partnerships that will allow us to offer these vital programs in the near future.

We understand that afterschool and summer enrichment programs, as well as acceleration initiatives, can provide students with opportunities to explore new interests, receive additional academic support, and engage in enriching experiences that extend beyond the classroom.

We appreciate your patience and support as we work diligently to provide expanded learning opportunities that will benefit our students and contribute to their academic and personal growth. Together, we are dedicated to creating an environment where all students can thrive.

Homework Policy:

It is the belief and philosophy of the Highland Park Staff that students work hard throughout the school day and that learning continues in a variety of ways and places outside of school. Homework assignments generally provide additional opportunities for each student to practice skills learned in the classroom and is tailored to the needs and interests of individual students with support from their families. An adult should supervise homework by providing a consistent place and time for completion, answer questions the student asks, and review the homework for understanding, accuracy and completeness. Students are expected to perform the work independently, but also should ask questions when help is needed.

Because we know . . .

- That homework can be a valuable way to extend and refine learning;
- That reading is the best way to become a better reader;
- That writing supports reading and helps develop critical thinking skills;
- That knowing math facts at a level of automaticity (meaning, instant recall) provides a solid base for engaging in more complicated mathematics.

And we believe . . .

- That there is abundant research which shows that attaching consequences to homework practices can cause significant stress for students and families and can negatively impact students' perceptions of school and learning;
- That homework should be reviewed by the teacher;
- That homework should not involve new learning, but should rather expand what students are learning during the school day;
- Students learn habits of mind that come from regular practice, self-assessment and independent learning;
- Homework can promote good home-school communication about what and how a child is learning.

We will . . .

- Ensure that every child has a book at his/her independent reading level to read each night (Web-based – Raz-Kids). Of course, if a child has another book at home that they want to read . . . that works, too!
- Ensure that every child has access to notebooks, pencils, and other supplies to promote writing at home whenever they need it.
- Support families to assist students to finish class work at home as needed.
- Promote a home-school connection through occasional assignments such as:
- Having students tell two people at home what they had learned about a given topic.
- Having students use their home environment to make connections to school (draw a map of your neighborhood, find things that come in pairs, find various shapes in your environment);
- Work with individual students and their families to make reasonable accommodations for special circumstances.

Please talk to your teacher about your child's reading minutes.

If your child needs additional practice in reading and math fact fluency, check out Raz-Kids (reading) and Prodigy (math) some resources you may find useful. Your child should know his/her own password (sent in First Day Packet). Both web-based programs are used at school.

Homework includes reading every night as we help each student develop the habit of being a lifelong reader. Written assignments over the course of a week may include a balance of assignments in other content areas such as writing, spelling, math, social studies, science, and long-term projects.

At Highland Park Elementary School, we know that the amount of time it takes each student to complete homework assignments will vary. The following chart indicates what we believe is approximately the appropriate amount of time for children in each grade to spend on homework.

Kindergarten (15 minutes):

- Reading: Families and children spend time together reading books, 15 minutes
- Math: None

First Grade (30 minutes):

- Reading 15 minutes
- Math 15 minutes

Second Grade (35 minutes):

- Reading 20 minutes
- Math 15 minutes

Third Grade (40-45 minutes):

- Reading 20 minutes

- Math 20-25 minutes

Fourth Grade (45-60 minutes):

- Reading 20-30 minutes
- Math 25-35 minutes

Fifth Grade (60-70 minutes):

- Reading 25-30 minutes
 - Math 35-40 minutes
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Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By the end of the 2026-27 school year, HPE will increase from 60% to 80% of families will participate in a two-way conversation with teachers and staff via Talking Points, email, or in person conversations. We will be able to track interactions via Talking Points Data Analytics and the ML communication log.

During the 2023-2027 fall conferences, HPE will increase from 70% to 85% of families will attend and participate in the conference conversation around student progress and goals.

2024-25 One-Year Goal:

By the end of the 2024-25 school year, HPE will increase from 60% to 75% of families will participate in a two-way conversation with teachers and staff via Talking Points, email, or in person conversations. We will be able to track interactions via Talking Points Data Analytics and the ML communication log.

During the 2023 fall conferences, HPE will increase from 70% to 85% of families will attend and participate in the conference conversation around student progress and goals.

Action Plan

Evidence-based Practice 1:

Professional Development in Two-way communication

Student Outcome Data Measures:

- Target: 85% of families participated in two-way communication (via Talking Points, email, MIL or in-person) by the end of the 2026-27 school year.
- Data Sources: Track interactions via Talking Points Data Analytics and the ML Communication Log.
- Fall Conference Participation: 95% of families attended fall conferences, with a focus on participation in discussions around student progress and goals by the end of the 2025 school year.

Timeframe for Reviewing Student Outcome Data Measures:

- Monthly Data Review:
 - Review communication logs and Talking Points analytics monthly to track engagement and identify trends in family participation.

- Identify any groups or communities that are underrepresented in communication efforts and develop targeted strategies to increase their engagement.
- Quarterly Data Review:
 - Assess progress toward the 75% participation goal for two-way communication by the end of the 2024-2025 school year.
 - Evaluate feedback from families and staff regarding communication tools and adjust strategies as necessary.
- End-of-Year Review:
 - At the end of each school year (2023-2026), conduct a comprehensive review of all family engagement data, including two-way communication and conference participation rates.
 - Use this data to adjust the following year's goals and strategies to ensure continuous improvement toward the 90% target by 2026.

Process Data Measures:

- PD Agendas
- Teacher attendance
- Examples of teacher communication with families

Timeframe for Reviewing Process Data Measures:

- Beginning of year
- Mid-year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Classroom Teachers
- Support Staff
- Families

Additional context about your school's implementation of chosen evidence-based practice:

The following resource will be used to implement this evidence-based practice: professional development and extended time for collaboration and family contact.

2024-25 Budget Allocations to Support Continuous Improvement

The following table describes how the school allocates funds to support and improve student learning.

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$2,709,354
- **Activities Implemented to Meet Intent and Purpose:**
 - Tier 1 Instruction for all students
 - Supplies and materials

Title 1

- **Intent and Purpose:** To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.
- **Dollar Amount:** \$104,517

- **Activities Implemented to Meet Intent and Purpose:** The Reading Specialist meets with identified students in small groups based on Fountas and Pinnell, MAP, SBA, and Dibels reading data

Multilingual Learners (Title III)

- **Dollar Amount:** \$192,418
- **Activities Implemented to Meet Intent and Purpose:** Bilingual Textual Materials: Funds to be used to support Multilingual students and instruction

Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$83,570
- **Activities Implemented to Meet Intent and Purpose:** The Reading Specialist meets with identified students in small groups based on Fountas and Pinnell, MAP, SBA, and Dibels reading data

High Poverty LAP

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$90,849
- **Activities Implemented to Meet Intent and Purpose:** Equity funds support staff and grade-level release planning time and professional development – focus on equity for all students

OSSI Grant

- **Intent and Purpose:** The OSSI Grant for Teacher Grade Level Release Time aims to provide teachers with dedicated time to monitor and assess student assessment outcomes effectively. The OSSI grant supports teachers in reviewing and analyzing assessment data, enabling them to make data-driven decisions that improve student outcomes. By offering release time, the grant also allows educators to collaborate with grade-level peers, refine instructional strategies, and align teaching practices with student needs.
- **Dollar Amount:** \$31,000
- **Activities Implemented to Meet Intent and Purpose:**
 - Scheduled grade-level release time for teachers to collaborate on data analysis and student assessment reviews
 - Teachers engage in professional learning communities (PLCs) to discuss assessment results, identify trends, and plan targeted instructional strategies
 - Educators utilize release time to refine scoring practices, calibrate assessments, and ensure alignment with academic standards, ultimately fostering a more data-informed approach to teaching