



2023-26 Continuous School Improvement Plan (C-SIP)

Highland Park Elementary School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Highland Park Elementary School

Principal: Mary McDaniel

Members of the Building Leadership Team and Parent/Guardian Partners: Patricia Bunting, Chellie Lafayette, Kathrine Hardeman, Rachel Hardebeck, Karen Doxey, Emuna David, Po-yuk Tang



[Highland Park Elementary School Report](#)

[Highland Park Elementary School Climate Survey](#)

School Overview

Highland Park Elementary is home to a diverse population of students. We are a Title I school which means we are provided additional funding annually in support of the socio-economic diversity of the population we serve. Title funding is based upon the number of students who qualify for Free & Reduced Price Lunch. Approximately 60% of our students qualify for Free & Reduced Price Lunch.

Because of our diversity, Highland Park offers a variety of services and programs to meet the needs of all learners. Outside of our general education program, where teachers differentiate instruction to meet the needs of all students, we also provide services for students who qualify for Special Education. Lastly, many students we serve at Highland Park are English Language Learners for whom additional services are offered as well.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

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.

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 Spring 2024, behavior referrals of black students and students furthest from educational justice (students of color and qualify for free and reduced lunch) will be reduced by 20%. This goal will be measured by the number of missed instruction logs submitted and entered into ATLAS.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

Evidence of alignment to student outcome focused governance:

School Events to Provide Welcoming Environment

- Parent teacher Conference
- PTA Rummage sale
- Multi-Cultural Night
- Literacy Night
- Math Night
- Parent Survey during parent teacher conferences
- Back to School BBQ
- SBA Family Dinner
- Morning Master Schedule Block – SEL Focus
- 5th Grade Students Morning Announcements
- Teachers greet and meet each student every morning in the gym

School Systems to Provide a Welcoming Student Environment

- Student-directed daily morning announcements
- School-wide Mustang Way
- Ethnic Studies
- Culturally Responsive Teaching

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

Three-Year SMARTIE 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.

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

The Professional Learning Plan will support the implementation of culturally responsive strategies by providing on-going professional development by the Racial Equity Team and Gholdy Muhammad Cultivating Genius Book student. This work will help disrupt and dismantle inequities in the classroom and building, increase students feeling belonging and forge positive relationships.

Students of focus:

- African American males and/or students of color furthest from educational justice,

- Multilingual learners,
- Students eligible for special education services, and/or
- Students eligible for advanced learning services.

Professional Learning:

- ML Inquiry Collaboration Cycle with increase student participation data
- Ethnic Studies to increase culturally responsive teaching
- Racial Equity Strategies Professional Development by Racial Equity Team
- Check in/Check Out by Counselor and Youth Services Assistant
- K-2 ELA focus on Retell
- 3-5 Math focus on multiplication and division fact fluency
- Data Analysis and Student Learning Monitoring

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- MTSS ELA/Math Tools and MTSS Indicators will support and align to our school vision and Guardrail of creating a safe and welcoming environment.
- **3a.1** All students have access to tier 1 standards-based core curriculum that is horizontally and vertically aligned.
- **3b.1** Interventions align with core instruction.
- **3b.3** Equitable access to interventions is ensured.
- **3b.4** High quality intervention Instruction is ensured

Students of focus:

- African American males and/or students of color furthest from educational justice,
- Multilingual learners,
- Students eligible for special education services, and/or
- Students eligible for advanced learning services.

Utilize all components of the ELA/Math curriculum to ensure students have common experiences, shared expectations, and common language, regardless of their assigned teacher.

- Weekly MTSS Student-Centered Collaboration Meetings
- Differentiated small groups during Mustang Blocks

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

The Multiple Tiered System of Support (MTSS)/Care Team support the behavioral needs of students.

Mission: To have a functioning, collaborate team supporting academic and social emotional health of all students at Highland Park Elementary, by providing an Interactive Tiered System of Support through the lens of Racial Equity for every student.

Vision: Aligning the work of the Seattle Public Schools District by uplifting Black Excellence and focusing on Racial Equity.

MTSS/Care Team Members: Principal, Resource Teacher, Neighbor-care, Youth Services Assistant (YSA), Counselor, Nurse, Family Support Worker, District-Behavior Health Services Staff, School Physiologist.

Students of Focus and Strategies:

- African American males and/or students of color furthest from educational justice,
- Multilingual learners
- Students eligible for special education services, and/or

- Students eligible for advanced learning services.
- Weekly MTSS Student-Centered Collaboration Meetings
- Differentiated small groups during Mustang Blocks

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

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

One-year Goal:

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

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

Improving instruction and achieving continuous school improvement are critical goals for any educational institution. Common formative assessments, classroom-based assessments, and qualitative data, often referred to as "Street Data," can play a pivotal role in achieving these objectives.

Here's how Highland Park Elementary can use these tools to enhance instruction and drive continuous improvement aligned with your school's goal.

- Setting Clear Goals – instructional goals you want to achieve, SMART (specific, measurable, relevant, time bound).
- Classroom Based Assessments – Results of assessments, monitor student progress, teacher support/resources.
- Data Analysis – Identify trends, strengths, weakness, improvement based on the data.
- Qualitative/Street Data – Observations, Interviews, focus groups, feedback.
- Common Formative Assessments: Develop a schedule for assessments that align with curriculum and learning objective.
- Instructional Adjustment – Monitor student impact of adjustments and adjust based on ongoing assessment data
- Professional Development – PD on differentiated instruction, classroom management, and based on data results.
- Communication and Accountability – transparent with parents and stakeholders about school goals, progress and improvement efforts.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Highland Park Elementary ensures a positive school climate that includes strong relationships among staff, students, and families. Staff work to build strong relationships with students by expressing care, challenging growth, providing support, empowering students, and inspiring students to be successful.

We create a safe school environment students feel like they belong, have positive peer relationships, and are receiving equitable opportunities and supports to meet high expectations – instruction that is culturally responsive which includes and makes connections to students’ lived experiences and identities. We do not use exclusionary practices.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

For Highland Park Elementary to meet a three-year classroom instruction and academic success goal with a focus on cultural responsiveness, we will continue to implement a variety of strategies, processes, and procedures that ensure equitable and inclusive education for all students.

- Cultural Sensitivity and Awareness: Foster a school culture of respect and cultural sensitivity through staff training and professional development by the Racial Equity Team.
- Student Voice and Representation: Create opportunities for students to share their perspectives and experiences and incorporate their voices into decision-making processes.
- Promote diverse student leadership and representation in school activities.
- Data-Driven Decision Making: Disaggregated data by race, ethnicity, and other demographic factors to identify achievement gaps and inform instructional strategies and small grouping.
- Professional Learning Communities (PLCs): Encourage teachers to collaborate in PLCs to share culturally responsive teaching practices, discuss challenges, and develop strategies for improvement.

Implementing these culturally responsive strategies, processes, and procedures, school staff can work towards achieving the three-year classroom instruction and academic success goal while ensuring that all students, regardless of their cultural backgrounds, feel valued, engaged, and empowered in their educational journey.

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of “Targeted Universalism.”

Teachers adhere to the SPS recommendation of a daily 120-minute literacy block, incorporating the recommended number of days for each component of Collaborative Literacy, Making Meaning, including vocabulary and Individualized Daily Reading, Being a Writer and Being a Reader.

- Progress monitoring is implemented through the use of exit tickets, running records, ELA Screeners,
- Classroom Based Assessments, WA KIDS and CCC assessments to provide feedback, target needs and to inform instruction.

- Teachers use the embedded socio-emotional learning practices daily within CCC to increase engagement and accountability.
- The principal, multilingual and district support team conduct classroom walkthroughs of ML students focusing on the instructional language elements to monitor students understanding and level of engagement.
- The staff uses the Danielson Framework to guide their instructional practice.
- Grade level staff have a common planning period (PCP) for 40 minutes daily. This allows for collaboration and planning for effective instruction

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

The MTSS Team includes representatives from every component of our schools including:

- Grade Band Reps (K-2 and 3-5)
- Interventionist
- Principal
- PBIS (Positive Behavior Intervention Systems)
- Multilingual Teacher
- Special Ed
- Counselor (MTSS Leader)
- Psychologist

Highland Park Elementary uses researched-based strategies to address the needs of all students in Tier 1 and Tier 2 level. Our school has conducted needs assessment goals to help targeted students meet grade level standards. Math and ELA screeners, Classroom Based Assessments, SIPPS-ELA Intervention Program and Student Climate Survey data was analyzed by the staff. Specifically, we analyzed proficiency percentages by, Gender, Ethnicity, English Language Learners and Homelessness. Our academic focus is on English Language Arts; the social emotional focus is on PBIS. Literacy is the foundational skill that supports all academic learning within a school environment.

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, and individualized student needs.

Students who need additional literacy support are getting a "double dose" of reading with the intervention teachers through the use of SIPPS Intervention Program.

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

ALO 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 opportunities for students through afterschool or summer programs:

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.

Recommended Time Allotments for Homework

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

Priority Area: Family and Community Engagement

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

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.

One-year Goal:

By the end of the 2023-24 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.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

- Race and Equity Team
- Student Council
- Family Engagement Team
- Multi-Cultural Night
- YSA-run Gentleman's Club
- School Counselor social club
- Culturally Relevant Text
- Culturally responsive literacy

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

To dismantle and disrupt in equities, we will provide:

- Provide opportunities for parents to attend classes led by other parents/staff in multiple languages
- Parent surveys
- Parent evening events
- Talking Points
- Parents share at Career Day
- Classroom Dojo
- Seesaw

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

To dismantle and disrupt in equities, we will provide:

- Opportunities for parents to lead student discussions
- Opportunities for parents to teach one another
- Survey parents on adult learning goals

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

- SPS District 0030 Policy – Welcoming Environment
- Safety Schools Training
- Racial Equity Team PD

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- Staff Socials
- Monthly Staff Meetings
- Staff Birthday Celebrations
- Staff Shout Outs/Good News Reports

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

- Quarterly ethnic studies PD
- Racial Caucusing
- Racial Equity Team circles
- Racial Equity Team scenarios within the school – being more honest about racism and building culture, creating a staff culture of transparency
- Mustang Way values

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

- BLT
- MTSS
- Care Team
- Hiring Team

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2024-2026

Funding Type: Specific

Funding Source: Title 1

Amount: \$13,229

How will funds improve student learning? The Reading Specialist meets with identified students in small groups based on Fountas and Pinnell, MAP, SBA, and Dibels reading data.

Academic Year: 2024-2026

Funding Type: Specific

Funding Source: LAP

Amount: \$10,537

How will funds improve student learning? The Reading Specialist meets with identified students in small groups based on Fountas and Pinnell, MAP, SBA, and Dibels reading data.

Academic Year: 2024-2026

Funding Type: Specific

Funding Source: OSSI

Amount: \$29,500

How will funds improve student learning? OSSI funds support grade level release time to give teachers planning time with the reading and math specialists to focus on learning targets in reading and math, grade level reading, and math standards.

Academic Year: 2024-2026

Funding Type: Specific

Funding Source: Equity Funds

Amount: \$3,242

How will funds improve student learning? Equity funds support staff and grade level release planning time and professional development – focus on equity for all students.