2025-26 Annual CSIP
Highland Park Elementary School

Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

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

2025-26 School Information and Leadership Team Members

School Name: Highland Park Elementary

Principal: Mary McDaniel

Instructional Vision Theory of Action: If we implement our high leverage practices, analyze student work to inform instruction, and design tasks that are engaging and rigorous, then we will have strong Tier 1 instruction for English Language Learners and African American boys which will result in high academic growth for all students.

Members of the Building Leadership Team: Mary McDaniel, Patti Bunting, Rachel Luster, Lori Price, Meghan Gordon, Chellie Lafayette, Katherine Hardeman, Po Tang,

2023-26 CSIP Highland Park

OSPI School Report Card Information (2024-25 School Year)

Student Enrollment: 301

Special Education Percentage: 17.3%

Multilingual Learning Percentage: 26.9%

Highly Capable Percentage: 2.0%

Free and Reduced Lunch Percentage: 50.5%

Washington School Improvement Framework Status: Tier 3 Compounded

Highland Park OSPI School Report

Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

Data analyzed for the CNA:

- DIBLES
- MAP ELA

Top Strengths from Multiple Data Sources: What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

DIBELS and MAP data show consistent growth in foundational literacy for K–2 students, particularly in phonemic awareness and word recognition. In grades 3–5, students are demonstrating strength in reading comprehension and math problem-solving when instruction is directly aligned to MAP priority standards. Staff collaboration through PLCs and family engagement initiatives have also strengthened Tier 1 supports and classroom consistency.

Top Needs from Multiple Data Sources: What top needs (2 or 3) have emerged from the analysis of multiple data sources?

Data indicated a continued need to strengthen fluency and decoding in grades K–2 and to deepen comprehension and mathematical reasoning for students in grades 3–5. Additionally, we need to increase Tier 2 and 3 targeted interventions to accelerate growth for students below grade level.

Disproportionalities: What disproportionalities exist among student groups?

Students receiving Multilingual Learner (ML) and Special Education services, as well as some students of color, are disproportionately represented in the lower performance bands for both DIBELS and MAP. Attendance and engagement data also show slight disparities among these student groups.

Root Causes of Disproportionalities: What root causes have been identified for disproportionalities among student groups?

Root causes include inconsistent access to differentiated instruction within Tier 1, limited opportunities for scaffolded practice, and gaps in language-rich academic discourse across classrooms. Family communication barriers and attendance challenges have also influenced continuity of learning for some groups.

Greatest Potential for Impact: What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Prioritizing consistent small-group instruction and progress monitoring across K–5 has the greatest potential for impact. Strengthening data-driven PLC cycles to target specific DIBELS and MAP skill strands will accelerate growth and close gaps.

Interconnected Needs: How are needs related to each other or influencing each other?

Literacy, math, and attendance data are closely connected; students with lower attendance often show slower progress in both areas. Inconsistent Tier 1 differentiation impacts Tier 2 intervention effectiveness, linking instructional and systems' needs.

Quick Wins: Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

Short-term wins include implementing consistent progress monitoring routines every two weeks, increasing use of targeted small-group instruction, and using PLCs to analyze DIBELS and MAP data together. Quick adjustments to intervention groupings and increased family communication can also build early momentum. Click or tap here to enter text.

Technology Use to Strengthen Student Learning: How is technology being used to strengthen classroom instruction and student engagement?

Teachers use Raz-Kids, IXL, and MAP Skills to individualize practice aligned with DIBELS and MAP focus areas. Technology is also used during Mustang Block and small-group rotations to increase student engagement and provide immediate feedback.

Support for Staff to Use Technology to Strengthen Student Learning: What ongoing support is provided to ensure staff are proficient with required use of technology?

Ongoing staff training during Purple Days and PLCs focuses on integrating digital platforms for formative assessment and differentiation. Teachers receive coaching and peer modeling to strengthen use of MAP and DIBELS dashboards for instructional decision-making.

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

Measures and Targets

2023-26 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.

2025-26 Goal:

We will improve the percentage of students feeling belonging and relationships from 76% to 85% by June 2026.

Action Plan

Evidence-based Practice 1:

Social Emotional Learning (SEL): Educators will teach and integrate SEL skills in the classroom in relevant ways to support learning and relationships.

Implementation Activity:

MTSS/PBIS -- To support our schoolwide SEL goal of increasing student sense of belonging from 76% to 85% by June 2026, staff will engage in explicit SEL instruction and intentional community-building practices using the RULER and Second Step frameworks.

Each classroom will develop and maintain a Classroom Charter, co-created with students to establish shared norms, emotional safety, and a collective sense of ownership. These Charters will be revisited regularly to support ongoing reflection, accountability, and relationship-building throughout the year.

Teachers will also conduct daily mood check-ins and facilitate weekly SEL lessons that teach emotional regulation, empathy, and problem-solving skills aligned with the Mustang Way (“Be Kind, Be Safe, Be Fair, Be a Problem Solver”). Staff will integrate restorative circles and problem-solving conferences to strengthen relationships and foster positive classroom climates.

During monthly PLC meetings, grade-level teams will analyze SEL data, including Panorama survey results, classroom Charter reflections, and office referral trends, to monitor progress toward belonging and climate goals. Implementation will be supported by the PBIS, RULER, and MTSS Teams.

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data
- MTSS Team Meets Regularly

Timeframe for Reviewing Process Data Measures:

Quarterly

Student Outcome Data Measures:

Missed Instruction Log

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

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

MTSS Team

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

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

2025-26 Goal:

The percent of all 2nd Grade students projected proficient or above in ELA based on MAP will increase from a baseline of 28.8% to a target goal of 30.8% by Spring 2026.

2025-30 Strategic Plan Implementation: Readiness for Progress Monitoring Foundational Literacy

As school staff transitions from monitoring the progress of the former 3rd Grade ELA SBA Goal to the new 2nd Grade Foundational Literacy Goal, what do staff need to know, be able to do, and have access to effectively progress monitor toward this new measure over time?

As school staff transitions from monitoring progress toward the former 3rd Grade ELA SBA Goal to the new 2nd Grade Foundational Literacy Goal, our focus shifts toward ensuring all K–2 educators are equipped with the knowledge, skills, tools, and systems needed to effectively monitor and respond to early literacy development over time.

What Staff Need to Know:

- A clear understanding of the district's Foundational Literacy Framework and how early literacy skills (phonological awareness, phonics, fluency, vocabulary, and comprehension) build toward 3rd-grade reading proficiency.
- How to interpret and use DIBELS 8th Edition composite scores and subtest data to identify students' strengths and areas for growth.

- The alignment between core literacy instruction (e.g., CKLA or Wonders), small-group intervention strategies, and the foundational literacy skills assessed through DIBELS and classroom-based measures.
- How the Strategic Plan priority connects foundational literacy to equity—ensuring that all students, especially those from historically underserved groups, have access to high-quality instruction and early intervention.

What Staff Need to Be Able to Do:

- Administer, score, and analyze DIBELS assessments with fidelity and use the data to form small groups, design targeted instruction, and monitor progress toward grade-level benchmarks.
- Collaboratively engage in PLC data discussions to review DIBELS, MAP Reading, and classroom formative assessments, using the "Here's What – So What – Now What" protocol to drive instructional decisions.
- Implement evidence-based literacy practices (e.g., phonemic awareness routines, decodable text practice, fluency modeling, and vocabulary development) within Tier 1 instruction and Tier 2 interventions.
- Document and track progress over time in accessible formats (Data Room, student profiles, and shared literacy trackers).

What Staff Need Access To:

- Training and ongoing professional learning on foundational literacy instruction and data use, including SPS or district-provided modules, coaching, and PLC collaboration time.
- Assessment tools and materials, including DIBELS reports, intervention resources, and early literacy progress-monitoring forms.
- Data visualization systems (e.g., Data Room 114, color-coded student data walls, and digital trackers) that allow staff to easily review and compare literacy progress by grade, subgroup, and intervention tier.
- Collaboration structures (PLC meetings, Literacy Team, MTSS cycles) to ensure timely data review, shared accountability, and instructional adjustments.

Overall Readiness Focus:

By mid-year 2025–26, Highland Park staff will demonstrate readiness for this new progress-monitoring measure by showing consistent implementation of foundational literacy practices, shared use of common assessments, and data-informed instructional adjustments within the K–2 continuum—all aligned with SPS's 2025–30 Strategic Plan priority of ensuring every student is reading proficiently by the end of 2nd grade.

Action Plan

Evidence-based Practice 1:

Professional Learning Communities: Educators engage in regular PLC meetings and use the results of the SPS Curriculum-Embedded Assessments and other common assessments to plan units and lessons to help all learners meet and exceed standard, provide action-oriented feedback in response to assessments so that students can reflect on their learning and revise their work, and develop flexible grouping within Tier 1 instruction, where students receive targeted feedback and support based on their progress towards standard.

Implementation Activity:

During Professional Learning Community (PLC) meetings, grade-level teams will collaboratively analyze student learning using data from SPS Curriculum-Embedded Assessments, MAP, and other common formative assessments.

Teachers will engage in structured data protocols (e.g., “Here’s What – So What – Now What”) to identify trends, determine instructional next steps, and design responsive Tier 1 instruction.

Teams will use the Four Critical Questions of PLCs:

1. What do we expect students to learn?
2. How will we know if they learned it?
3. How will we respond when students experience difficulty in learning?
4. How will we respond when students already know it?

to guide planning and ensure each student receives targeted feedback and support. Teachers will also develop flexible small groups based on assessment data and student work analysis, plan targeted re-teaching or enrichment opportunities and reflect on instructional effectiveness during subsequent PLC cycles. Documentation of PLC agendas, data summaries, and action steps will serve as evidence of ongoing implementation.

Process Data Measures:

- Walkthrough/Observational Data
- Professional Development Exit Tickets

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

- Grade Level Teachers
- Academic Interventionist
- Reading Specialist

Highly Capable Services

At Highland Park Elementary, our goal is to ensure equitable access and meaningful challenge for all learners, including those identified as Highly Capable. We are committed to creating a learning environment where students are engaged at their instructional level and supported in reaching their full potential.

During the 2025–2026 school year, HPE educators will:

- Implement differentiation: Educators use pre assessments to determine the needs of students, providing flexible grouping, extension opportunities and tiered assignments to meet the varied needs of learners.
- Implement Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.
- Integrate Social-Emotional Learning (SEL): Educators will use strategies to address the unique emotional and social needs of Highly Capable students—particularly around identity development, self-management, collaboration, and managing perfectionism.

- Engage in Professional Learning Community (PLC): Educators will discuss and analyze student data, reflect on instructional practices, and plan differentiated supports for advanced learners.

We will also continue to collaborate with district specialists and utilize SPS-provided resources and professional learning to strengthen teachers' capacity to identify and support Highly Capable learners within general education classrooms.

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

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

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 2023-2026 fall conferences, HPE will increase from 70% to 85% of families will attend and participate in the conference conversation around student progress and goals.

2025-26 Goal:

By the end of the 2025-26 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.

Action Plan

Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Implementation Activity:

During the 2025–26 school year, all HPE staff will strengthen two-way communication with families through multiple, consistent methods. Staff will utilize TalkingPoints, Smores for school and classroom newsletters and School Messager for school events to send classroom updates, reminders, and individualized messages in families' preferred languages, ensuring accessibility for all.

Teachers and specialists will also maintain communication through phone calls, conferences, or in-person check-ins—to share academic progress, celebrate student strengths, and gather family input about learning goals and supports. In addition, all staff will participate in a refresher training on TalkingPoints and culturally responsive communication strategies to enhance effectiveness and consistency schoolwide.

These activities promote authentic partnerships with families, increase engagement in student learning, and support the CSIP Family and Community Engagement goal of building trust, collaboration, and shared accountability for every student's success.

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- School Wide Events Sign In Sheet

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- Student Attendance
- Student Attendance at school events

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Back to School BBQ, Open House, Literacy/Math Night, Multicultural Night

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

Family Engagement Committee

2025-26 Budget Allocations to Support Continuous Improvement

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

Fund Program: Basic Education

I**ntent and Purpose:** Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade level specific state standards and include differentiation and enrichment.

Activities Implemented to Meet Intent and Purpose: The intent and purpose of Basic Education dollars include but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

Fund Program: Title 1

Intent and Purpose: To provide all students significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.

Dollar Amount: $118,923

Activities Implemented to Meet Intent and Purpose:

- Small-group reading and math interventions based on DIBELS and MAP data
- Family engagement events (Curriculum Night, Literacy/Math Nights, Family Conferences)
- PLC data meetings focused on progress monitoring and instructional adjustments
- Teacher Leader Cadre and Instructional Coach support for Tier 1 and 2 instruction

Fund Program: Multilingual Learners (Title III)

Intent and Purpose: Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

Dollar Amount: $192,418

Activities Implemented to Meet Intent and Purpose:

- Push-in and pull-out English Language Development instruction
- Professional learning for teachers on sheltered instruction and language supports
- Translation and interpretation for family communication and engagement
- Culturally responsive classroom practices and materials to support ML learners

Fund Program: 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:

- Targeted small-group instruction in foundational literacy and math fluency
- Regular progress monitoring aligned to DIBELS and MAP results
- After-school and in-class intervention support for identified students
- Collaboration between interventionists and classroom teachers to align instruction

Fund Program: 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:

- Extended learning time and tutoring for students below standard
- Supplemental instructional materials for literacy and math intervention
- Coordination with MTSS and PBIS teams to support academic and behavioral growth
- Family outreach to improve attendance and engagement among at-risk students