



School: Highland Park Elementary

Principal: Jennifer Walker

Director/Assistant Superintendent: David Vandergugten

A. Goal *(one goal per page)*

Continue to enhance literacy skills in grades K-7 by increasing student engagement in reading and writing, improving comprehension and fluency, and offering targeted support to help students achieve grade-level proficiency.

B. Rationale

Based on our 2023-24 district data, we continue to see several students across all grade levels who are in the emerging or developing stages of their literacy skills. Last year, our focused intervention efforts resulted in measurable improvements in the literacy abilities of many students. We are optimistic that, through continued implementation of the District's Literacy Framework and targeted interventions, our concerted efforts will lead to sustained progress and further enhance literacy outcomes for all students.

C. Action Plan *(list specific actions, school level and district level resources or structures used)*

- 1. Enhance Reading Comprehension and Fluency**
 - Provide targeted interventions for struggling readers
 - Explicit instruction in phonics and decoding – University of Florida Literacy Institute (UFLI), teacher-led small group lessons for tier 2 students, and grouping students according to need
 - Explicit instruction of comprehension strategies (e.g., Reading Power reading strategies)
 - Access to decodable texts and supportive technology
- 2. Increase Student Engagement with Text**
 - Foster a love of reading across all grade levels through a variety of reading experiences, including independent reading, guided reading, and daily whole-class read-alouds
 - Expand the classroom library with diverse and high-interest texts that represent a range of cultures, perspectives, and genres to appeal to all students
 - Provide joyful literacy experiences including joyful reading book bags in primary, flashlight reading, mystery readers, and story workshop
 - Utilize the power of mentors through book buddies and big buddies
 - Provide access to audiobooks
- 3. Support Professional Development in Literacy Instruction and Understanding of the Active View of Reading**
 - Provide ongoing professional development opportunities
 - Building understanding of Active View of Reading through work with literacy helping teacher

D. Evidence / Data *(how will you measure success?)*

Noticeable improvements in pre and post assessments for intervention (San Diego, Words their Way, Running Records, and letter/sound assessment), Early Primary Reading Assessment (EPRA), Intermediate Reading Assessment (IRA) and report card data. Increases in student engagement in reading and writing activities, as measured by participation rates and student feedback.



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A. Goal (one goal per page)

At Highland Park Elementary, we want to continue recognizing that our differences make us stronger. By focusing on empathy, understanding diverse perspectives, and promoting kindness, we will cultivate a respectful, inclusive environment where students have a strong sense of belonging and are proud of what makes them unique.

B. Rationale

Belonging is a fundamental need for everyone and is one of the most important assets for well-being, health, and success in life. For children, connectedness to land, language and culture encourages a strong and healthy sense of identity (Middle Years Development Instrument). We recognize the diversity of our student population at Highland Park. We have students from more than 40 countries and our families speak 28 languages. We currently have 76 students who are English Language Learners and 20 with Indigenous Ancestry. We want all students to feel a strong sense of belonging to the school, their peers, their culture, and their community.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Cultural and diversity awareness through assemblies, guest speakers, celebrations, and learning about each other and our cultures
- Ensure class libraries have a diverse representation of characters and authors and engage in discussions about empathy and perspectives
- Provide opportunities where older students mentor younger ones, emphasizing inclusivity and friendship across different backgrounds
- Help students feel proud of their diversity through Identity and Passion Projects
- Provide opportunities to share culture and language through Language Club, Culture Club & Art Club
- Anti-racism Anti-Bias committee and others to provide professional development sessions for teachers and staff focused on culturally responsive teaching practices and building an inclusive classroom environment
- Engage students in community service initiatives that support diverse local organizations, encouraging empathy and community involvement
- School-wide initiatives and activities such as Random Acts of Kindness and Kindness Tag

D. Evidence / Data (how will you measure success?)

- Evidence of improved social interactions (e.g., classroom, playground, and school events)
- Teachers report an increased sense of belonging and safety within the classroom, as observed through student engagement, peer relationships, and classroom dynamic
- Fewer reported acts of negative comments made about race or diversity
- Conduct an annual belonging survey to gauge students' feelings of belonging and inclusivity, and use the feedback to inform future initiatives and improvements
- Improvements in MDI data on belonging