

 **VISION**
To foster the academic and character development of every student.

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The mission of Highland Park Elementary School is to provide opportunities for every child to obtain wisdom, build character, and achieve his or her greatest potential.

 **BELIEFS**

- Student learning is the chief priority of the school, and every student can grow academically through high expectations, effective instruction, and appropriate support.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Students learn in different ways and should receive a variety of instructional approaches, including explicit instruction, hands-on learning, discussion, and targeted small-group support.
- Clear goals, high expectations, and student achievement data guide curriculum, instruction, intervention, and the evaluation of student progress.
- A safe, caring environment and positive relationships help students develop confidence, responsibility, respect, communication skills, and independence.
- Teachers, administrators, families, and the community share responsibility for supporting student learning and advancing the school's mission.
- Technology should be used purposefully to support instruction and assessment while preserving opportunities for direct teaching, hands-on learning, and interaction with teachers and peers.
- Staff collaboration, professional learning, and continuous improvement are essential to helping every student achieve his or her greatest potential.

	Growth: Strengthen Reading and Mathematics Achievement	Culture of Learning: Build a Safe and Supportive Learning Environment	Engagement: Increase Meaningful Student and Family Participation	Leadership: Guide Improvement Through Collaboration and Evidence
OBJECTIVE	• Increase the percentage of Highland Park Elementary School students performing on or above grade level in Reading and Math through effective instruction, targeted intervention, and regular monitoring of progress using i-Ready and classroom assessment data.	• Improve the social and emotional skills of identified at-risk students through targeted support, consistent classroom practices, and opportunities to develop communication, cooperation, emotional regulation, and positive relationships.	• Strengthen student engagement and family participation in supporting academic and social development through meaningful classroom learning, regular communication, and accessible resources that help families reinforce learning and positive behaviors at home.	• Strengthen instructional leadership through focused professional learning, teacher collaboration, and regular review of academic and social-emotional data to improve instruction, coordinate student support, and monitor progress toward school improvement goals.
CRITICAL INITIATIVES	• Provide explicit reading and math instruction and targeted small-group intervention. Use i-Ready results and progress monitoring to adjust instruction and improve student achievement.	• Provide targeted social-emotional instruction for at-risk students using Zoo U/Centervention, reinforced through classroom practice. Monitor progress with program reports and teacher observations.	• Provide engaging classroom activities, regular teacher-family communication, and accessible home resources to reinforce reading, math, and positive social skills.	• Use professional learning, collaborative planning, and regular reviews of i-Ready and social-emotional data to guide instruction, coordinate interventions, and monitor school improvement.
INTENDED OUTCOMES	• Increase students on or above grade level in reading and math by year-end, measured separately using beginning- and end-of-year i-Ready results.	• By year-end, identified at-risk students will demonstrate improved social-emotional skills through targeted instruction and classroom practice.	• Improve student engagement in classroom learning and family participation in supporting academic and social development, reviewed annually.	• Improve staff use of student data and professional learning to adjust instruction and coordinate interventions, reviewed annually.
KEY MEASURES	• Beginning- and end-of-year i-Ready percentages on or above grade level, reported separately for reading and math.	• Beginning- and end-of-year Zoo U/Centervention results for participating students, supported by teacher observations.	• Classroom engagement observations, family participation records, and teacher-family communication logs, reviewed annually.	• Collaborative planning records and classroom observations documenting instructional changes based on data and professional learning.