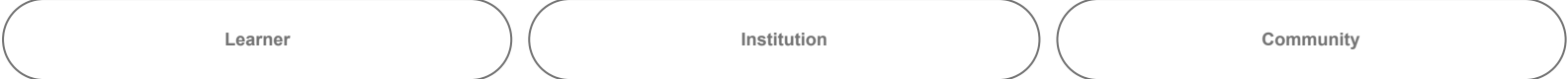


CURRENT REALITY



Highland Park Elementary School reviewed learner achievement, perception, and behavior evidence to identify strengths and priorities for continuous improvement. Sources include the prior year’s second-grade ACAP and i-Ready results, the 2025 student survey, and the 2025–2026 PowerSchool Attendance and Incident Summary Report. Learner achievement evidence shows that most second-grade students scored at ACAP proficiency levels 3 or 4. In ELA, 94 of 117 students, or 80.3%, scored at these levels, while 23 students scored at levels 1 or 2. In mathematics, 90 of 116 students, or 77.6%, scored at levels 3 or 4, while 26 students scored at levels 1 or 2. These results demonstrate academic strengths while identifying students who need additional reading and mathematics support. Among students with available i-Ready results, average percentile ranks were approximately 55.9 in reading and 66.5 in mathematics. Although these averages were above the national median, individual performance varied, reinforcing the importance of examining student-level needs rather than relying solely on school averages. The achievement evidence supports maintaining effective core instruction and providing targeted intervention for students performing below expectations. Teachers will review assessment domains, classroom work, formative assessments, and intervention progress to identify specific skill needs and adjust instruction. The submitted achievement evidence focuses on second grade; first-grade performance will be examined through grade-level assessment data. Additional comparable assessment results are needed to describe growth over time and determine whether identified needs are persistent. The 2025 student survey included 172 responses and indicates positive perceptions of teacher support and the school environment. Among respondents, 98.8% reported feeling safe at school, 98.8% indicated that their teacher wants them to learn, 99.4% indicated that their teacher wants them to do their best, and 93.6% reported liking to come to school. These findings identify student-teacher relationships and students’ sense of safety as strengths to preserve. A comparatively lower percentage, 79.1%, reported that their family likes to come to school, while 17.4% were unsure. This finding will be considered alongside parent feedback to better understand opportunities to strengthen family participation. These results reflect student perceptions collected in 2025. Learner behavior evidence identifies attendance and punctuality as areas for further examination. Using 220 students and 180 instructional days as the basis for calculation, the 2025–2026 PowerSchool report reflects an estimated average daily unexcused absence rate of 2.23% and an estimated average daily tardy rate of 4.63%. The unexcused absence rate does not include excused absences, and these daily rates do not represent the percentage of individual students who were absent or tardy during the year. The report also lists a full-year chronic absence count of 9. Attendance records and family communication will be reviewed to identify recurring patterns, students needing support, and barriers to consistent participation in instruction. The behavior report lists 17 incidents, 15 in-school suspension incidents, and 1 out-of-school suspension incident. These categories may overlap and are not added together. Incident records will be reviewed to identify repeated behaviors, students needing additional support, and opportunities to strengthen preventive practices. Incident totals represent occurrences rather than numbers of unique students. Together, the evidence supports strengthening targeted reading and mathematics instruction, maintaining a safe and supportive learning environment, and addressing barriers to attendance and punctuality. Further review of instructional practices, intervention records, assessment domains, attendance patterns, and family feedback will help determine contributing factors and guide improvement strategies. Academic outcomes and implementation evidence will be monitored to evaluate progress and adjust support.

Highland Park Elementary School reviewed institution profile information, teacher and parent surveys, and the available classroom observation and teacher evaluation summary to identify organizational strengths and opportunities to improve instruction and family engagement. The available institution profile documents a stable and credentialed teaching staff. It reports 100% teacher retention from the preceding year, certification for all teachers, and master’s degrees for 17 of 19 teachers, approximately 89%. These findings identify staff stability and professional preparation as strengths that can support consistent instruction, collaboration, and sustained professional learning. Current staffing information will be reviewed to determine whether these figures remain accurate for this planning year. The teacher survey included 15 respondents and produced an overall score of 3.60 on a four-point scale, compared with the reported network average of 3.35. Results were positive across all five areas: Leadership for School Improvement, 3.89; Instructional Design, 3.85; Curriculum, 3.77; Culture of Continuous Improvement, 3.76; and Assessment, 3.72. These findings indicate favorable staff perceptions of leadership, instructional planning, and school improvement processes. Assessment received the lowest score relative to the other areas, although its score remained positive. This suggests an opportunity to examine how consistently assessment information is used to adjust instruction and address individual student needs. The parent survey included 57 responses, with participation varying by question. Results identify teachers as an important connection between families and the school: 87.7% of respondents selected teachers as a primary source of school information, and 54.4% selected school phone calls, texts, or emails. Among the 56 respondents to the communication question, 64.3% identified parent-teacher conferences as a way to strengthen communication. These findings support maintaining regular teacher-family communication and providing opportunities for individual discussion of student progress. Parent feedback also identifies a need for practical resources that help families support learning at home. Of 56 respondents, 55.4% expressed interest in a class or session on helping their children at home. Among the 32 respondents who selected workshop topics, 78.1% selected improving reading and mathematics skills, 53.1% selected homework support, and 40.6% selected understanding testing programs and results. Additionally, 83.3% of 54 respondents indicated that a list of free online educational resources on the school website would be beneficial. These findings support providing accessible reading and mathematics resources and clear explanations of assessment results. Scheduling and access warrant consideration when planning family engagement. Among 34 respondents to the meeting-time question, 61.8% preferred a weeknight and 35.3% preferred a weekday. Of the 18 respondents who answered the question about difficulties, 44.4% selected attending school functions. Visible written comments also suggested events outside work hours and virtual participation options. Although 91.2% of 57 respondents reported access to a computer or tablet at home, 8.8% did not. These results support offering varied participation opportunities and alternatives to digital resources. They reflect the experiences of respondents and should not be generalized to every family. The available classroom observation and evaluation summary reports generally strong teacher performance while identifying next steps in assessment, differentiation, data notebooks, and quality questioning. Real-world relevance and students’ use of deeper questions with teachers and peers were also identified as areas for attention. These findings suggest opportunities to strengthen age-appropriate discussion, meaningful application of learning, and instructional responses to assessment results. Additional walkthrough evidence, student work, lesson materials, and collaborative planning records will help determine how consistently these practices occur and what support teachers need. Together, the institution evidence identifies staff stability, professional preparation, positive perceptions of leadership, and teacher-family communication as strengths. Priorities for further examination include the use of assessment to guide differentiated instruction, quality questioning, and accessible family support for reading and mathematics. The school will use collaborative planning, instructional coaching, and family feedback to guide improvement strategies. Progress will be monitored through classroom implementation evidence, student work, participation records, and feedback on the usefulness of family resources. The surveys serve as historical planning evidence rather than measures of current-year change.

Analysis and Summary of Community Data Highland Park Elementary School serves students within the Muscle Shoals community. Community profile data describe a growing city with a range of economic circumstances and access to technology. These citywide measures provide context for school planning; they do not establish the circumstances of individual Highland Park students or families. The community’s median household income is \$75,894, while 12.8% of residents live in poverty. These findings indicate that some families may experience financial barriers to participation in school activities or access to learning resources outside school. As a Title I school, Highland Park should continue to consider affordability and access when planning family activities and providing resources to support learning at home. Technology access is a community strength. Approximately 93.0% of households have a computer, and 88.2% have a broadband internet subscription. These findings support the use of digital communication and online learning resources while also indicating a need to maintain printed materials and other communication options for families without reliable access. Additionally, 2.6% of residents age five and older speak a language other than English at home. School enrollment records and family communication should guide decisions about translation and language support. Community involvement is another strength. Partnerships with the University of North Alabama provide classroom assistance and small-group tutoring through education students. UNA ambassadors and local high school students assist with school events. The PTO and parent volunteers contribute time and support school activities, while local businesses provide financial resources to help meet school needs. These partnerships expand the support available to students and strengthen connections among the school, families, and the community. The community data identify opportunities to maintain these partnerships, broaden participation, and ensure that school communication and activities are accessible to families with differing needs. Students who need additional instructional support may benefit from university partnerships, while families facing financial, technology, or language barriers may need additional ways to access information and participate. Further review of school-level information is needed to determine which community needs most directly affect Highland Park families. Tracking participation in family events, volunteer activities, and partnership services would help the school identify gaps in involvement and assess the reach of these supports. This information can guide continuous improvement planning and help direct community resources toward identified student and family needs.

EXPLORING THE FUTURE

Social trends evidence supports continued attention to students’ well-being, safe school environments, regular attendance, and accessible family participation. National data document changes in children’s reported mental, behavioral, and developmental needs and greater use of preventive school safety structures. Recent indicators also show that managing challenges and persisting with tasks are relevant areas for supporting children’s development. At Highland Park, these findings support considering age-appropriate instruction in social skills, emotional regulation, problem solving, and help-seeking alongside academic instruction. Highland Park’s student survey identifies safety and relationships as strengths. Most respondents reported feeling safe, believing their teacher wanted them to learn, and liking school. Future planning should preserve these strengths through predictable routines, supportive adult relationships, and consistent attention to school safety. The evidence does not establish an increase in violence or mental health concerns at Highland Park. Individual needs should be identified through appropriate school processes and consultation with families. Parent survey results identify opportunities to strengthen family participation. Respondents expressed interest in reading, mathematics, and homework support, while meeting-time preferences and written feedback indicate that families need different participation options. Offering understandable learning resources, flexible meeting times, and virtual options when appropriate could help families participate. Teachers should remain an important point of contact, supported by other communication methods that fit family needs. National attendance findings support keeping attendance visible in future planning. Highland Park should use its existing attendance records to identify patterns and follow up with families about barriers. Daily absence rates, tardiness, and chronic absenteeism are different measures and should be reviewed separately. Aggregate rates alone cannot establish why students miss school. The priorities suggested by this evidence are to sustain a safe and supportive school, support social and emotional development, and improve access to family engagement. Students who need help managing emotions or relationships, students with interrupted attendance, and families unable to attend a single meeting schedule may benefit most. These are planning considerations; selection of the school’s three goals should also reflect learner achievement and the other evidence already reviewed. Further review of attendance patterns, participation records, and available counselor information can help determine which needs require specific action.

Highland Park staff are observing more students with social and academic difficulties, including concerns with attention, social interaction, and communication. Staff believe that extensive screen exposure beginning in early childhood may be one contributing factor. These observations identify an area for investigation; the school has not measured students’ early home screen exposure or established it as the cause of these difficulties. Student needs may also reflect developmental, learning, health, and family circumstances. Research makes this concern relevant to future planning. Early screen exposure is common, and studies identify associations with reduced conversation and difficulties managing emotions. However, different kinds of screen use have different implications. The evidence supports protecting opportunities for direct interaction and active learning while considering the content, purpose, and supervision of technology use. In response to its observations, Highland Park has restricted Chromebook time more than in previous years. Students continue to have access to Chromebooks for differentiated and individualized instruction in small groups, diagnostic assessments such as i-Ready, and state assessments such as ACAP. This preserves useful instructional and assessment functions while reducing overall reliance on screens. The principal confirmed these current practices on October 2, 2026. [7] Future planning should maintain purposeful, limited technology use and protect time for teacher instruction, student conversation, collaboration, reading, writing, and hands-on learning. Students needing additional academic support should continue to receive targeted instruction, including appropriate digital resources. Students who need support with attention, communication, or social interaction may benefit from more intentional opportunities to practice those skills with adults and peers. Technology needed for accessibility or individual support should remain available. The school can assess its approach through existing lesson plans, classroom observations, small-group records, and assessment results. Reviewing the amount and purpose of device use alongside engagement, task persistence, and peer interaction would help determine whether adjustments are useful. Current evidence supports the rationale for the approach; it does not yet demonstrate that reduced screen time has improved outcomes. Family guidance on shared reading, conversation, play, and balanced media routines could extend this work beyond school.

Economic trends indicate a need to consider affordability, access to learning resources, and the sustainability of school improvement activities. Rising costs for everyday necessities may leave some families with less flexibility for school-related expenses. Statewide employment changes add another reason to remain attentive to changing family needs. These conditions do not establish the circumstances of individual Highland Park students; the school should identify specific barriers through communication with families and appropriate school records. Highland Park Elementary School is a Title I school, and 65% of its students are reported as qualifying for free or reduced-price lunch. This is the school’s indicator of economic need and is more directly relevant to its student population than the citywide poverty percentage. It supports prioritizing access to academic intervention, learning materials, and affordable family activities. The measure should not be interpreted to mean that 65% of students fall below the Census poverty threshold. Support should respond to identified academic and family needs. [4] For a first- and second-grade school, useful responses include providing practical reading and mathematics resources for use at home, considering affordability when planning activities, and offering participation options that fit families’ circumstances. Financial barriers may affect participation or attendance for some students, but the school should ask about the specific barrier rather than attributing an absence or lack of participation to income alone. School planning should also consider actual purchasing costs and available funding. National consumer-price data are a signal to review costs, not a measure of Highland Park’s budget or evidence of a funding reduction. Reviewing current quotes, recurring expenses, and available resources can help the school prioritize instruction and intervention. Existing PTO and business partnerships may provide additional support for identified needs, while improvement activities should be planned around dependable resources. The main planning priorities are to protect access to academic support, reduce financial barriers to participation, and direct resources toward the school’s identified learner needs. Students needing intervention and families experiencing financial strain may benefit most from accessible school-provided resources. Current school-level information on supply needs, participation barriers, and improvement costs can help determine the most useful actions. The economic evidence should inform the three-goal plan alongside achievement data and other school evidence.

Current education policy priorities support a focused approach to continuous improvement at Highland Park Elementary School. Alabama’s emphasis on early literacy and elementary mathematics reinforces the importance of strong instruction in grades 1 and 2, early identification of students needing support, and timely intervention. These priorities should inform the school’s planning alongside its own learner achievement data. Recent state guidance shows that implementation details continue to change, including approved assessment options and annual assessment arrangements. Highland Park should coordinate with district leadership to ensure that selected materials, screeners, assessment schedules, and reporting practices reflect current guidance. The school’s use of i-Ready provides a relevant connection to the approved K–3 assessment options. Diagnostic results and ACAP achievement evidence should help teachers identify needs, plan small-group instruction, and review progress. Staff learning and collaboration should address the instructional practices needed to respond to those findings. Highland Park’s Title I status and 65% free and reduced-price lunch rate make academic access and support important planning considerations. The ACIP and Title I plan should connect identified student needs with instructional actions, available resources, and meaningful measures of progress. Funding decisions should be coordinated with the district using confirmed allocations and program guidance. Family engagement should remain connected to the school’s academic priorities. Existing parent survey feedback can guide accessible opportunities for families to support reading and mathematics at home. Reviewing the Parent Involvement Plan and School Parent Compact with the appropriate stakeholders can help keep expectations and participation opportunities current and consistent with the school’s improvement work. The main implications are to sustain early literacy and mathematics support, keep assessment and planning practices current, and coordinate family engagement with student needs. Students with reading or mathematics difficulties and families needing additional learning support may benefit most. As Highland Park develops its three goals, policy evidence should guide implementation while school data determine the specific targets. Further review of current district guidance, staff learning needs, intervention records, and family feedback can help identify the most useful actions.

STRATEGIC THEMES

Priority Statement	Strategic Theme
Highland Park Elementary School will strengthen foundational reading and mathematics skills for every student through effective instruction, targeted intervention, and appropriate learning challenges. Teachers will use i-Ready results, ACAP achievement data, classroom assessments, and progress monitoring to identify needs, plan instruction, and evaluate growth. Small-group support and instructional adjustments will help students make progress toward grade-level expectations.	Growth: Strengthen Reading and Mathematics Achievement
Highland Park Elementary School will maintain a safe, caring learning environment where every student feels valued and supported. Clear expectations, positive relationships, and consistent routines will strengthen students’ attention, communication, cooperation, responsibility, and independence. Attendance and behavior information will guide support that helps students participate consistently and successfully in learning.	Culture of Learning: Build a Safe and Supportive Learning Environment
Highland Park Elementary School will engage students through explicit instruction, hands-on experiences, discussion, and purposeful learning activities. Technology will support targeted instruction and assessment within the school’s more limited approach to screen time. Existing survey feedback will guide communication and accessible opportunities for families to support learning. Community partnerships and Title I resources will help address barriers to participation and academic success.	Engagement: Increase Meaningful Student and Family Participation
Highland Park Elementary School leadership will guide continuous improvement through clear priorities, teacher collaboration, and regular review of student progress and stakeholder feedback. Professional learning will address identified instructional needs. School leaders will align the ACIP, Title I plan, resources, and staff responsibilities with improvement goals and use evidence to evaluate implementation and adjust actions.	Leadership: Guide Improvement Through Collaboration and Evidence