

## Summary of 2013-14 School Year Levy Plan

### Highland Park Elementary School

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<b>2013–14 Award</b>	\$316,000	
<b>School Demographics &amp; Characteristics</b>  <i>(Source: SY 2012-13 SPS School Report)</i>	<ul style="list-style-type: none"> <li>• 427 total students</li> <li>• 78% Eligible for Free/Reduced Lunch</li> <li>• 27% Asian/Pacific-Islander; 29% Hispanic/Latino; 16% African American; 17% White; 8% Multiracial; 3% American Indian</li> <li>• 27% English Language Learners (ELL); 14% Special Education</li> <li>• SPS Segmentation Level 1</li> </ul>	
<b>Primary Levy Focus Populations</b>	<ul style="list-style-type: none"> <li>• English Language Learners in K– 3<sup>rd</sup> grade</li> <li>• 3<sup>rd</sup> – 4<sup>th</sup> grade students not meeting standard on Reading or Math Measurements of Student Progress (MSP)</li> <li>• K– 5<sup>th</sup> grade students with 5 or more absences</li> </ul>	
<b>Community-Based Organization Partners</b>	City Year Community Day School Association (CDSA)	White Center Community Development Association
<b>Key Strategies</b>	<ol style="list-style-type: none"> <li>1. An intervention coordinator will track and analyze student data, and provide intervention services.</li> <li>2. Family Support Specialist will case-manage 30 students needing wrap-around services.</li> <li>3. Extra time for certificated staff to provide extended day interventions in math and reading and to support Jumpstart, the beginning of the year kindergarten transition program.</li> <li>4. The City Year team supports extended day and supplemental instruction block interventions for math and reading work plans, school-wide attendance strategies for Attendance work plan, one-on-one and small group tutoring in 3<sup>rd</sup>–5<sup>th</sup> grade classrooms, tracking and mentoring students, and school-wide behavior supports.</li> <li>5. CDSA will support preK–3 alignment activities; provide before and after school care; preschool services to support strategies in Social, Emotional, Behavioral, and Family Support Plan; and preK–3 alignment and collaboration efforts.</li> </ol>	

Outcome/Indicator Measure	SY 2012-13 Target	SY 2013–14 Target
% of 4 <sup>th</sup> 5 <sup>th</sup> grade students meeting math standard on MSP.	46%	54%
% of 4 <sup>th</sup> - 5 <sup>th</sup> grade students meeting reading standard on MSP.	56%	55%
% of 3 <sup>rd</sup> - 5 <sup>th</sup> grade students making typical growth on reading MAP.	46%	54%
% of K - 2 <sup>nd</sup> grade English language learners making gains on WELPA.	66%	86%
% of K- 5 <sup>th</sup> grade students with fewer than 5 absences (excused or unexcused) in the 1 <sup>st</sup> semester.	62%	71%
% of K – 5 <sup>th</sup> grade students with fewer than 5 absences (excused or unexcused) in 2 <sup>nd</sup> semester.		67%