

Highland Park Independent School District
Highland Park High School
2014-2015 Campus Improvement Plan



Mission Statement

Ensuring Student Success Through a Commitment Excellent

Vision

We Believe that...

- By offering multiple opportunities and experiences;
- in a safe and challenging environment;
- to graduate responsible and productive citizens

Highland Park ISD is committed to student success through excellence.

Nondiscrimination Notice

Highland Park ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the *Civil Rights Act* of 1964, as amended; Title IX of the *Education Amendments* of 1972; and Section 504 of the *Rehabilitation Act* of 1973; as amended.

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2009-2010 school year).

Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 2: All limited English proficient students will become proficient in English and reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 5: All students will graduate from high school.

Ten Schoolwide Components

<u>1, CNA</u>	Comprehensive Needs Assessment	<u>2, RS</u>	Reform Strategy	<u>3, HQ</u>	Highly Qualified
<u>4, PD</u>	Professional Development	<u>5, PI</u>	Parental Involvement	<u>6, R/R</u>	Recruitment/Retention of Certified Staff
<u>7, T</u>	Transition	<u>8, TIA</u>	Teacher Involved in Assessment Decisions	<u>9, M</u>	Timely Assistance for Student Mastery
<u>10, COORD</u>	Coordination and Integration of Federal, Local, and State Programs				

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The current enrollment of Highland Park HS, a traditional 9-12 campus, is 259 students. Of those students, almost 60% meet standards to be categorized as economically disadvantaged. Approximately 10 percent of the HPHS student body has been identified as gifted and talented. Another 9 percent of the HPHS student population receives special education services developed in ARD meetings with staff and parents. Another 10 percent of the student population receive 504 accommodations to deal with various conditions that affect the educational process. HPHS is a popular transfer option, especially for students living on the eastside of Amarillo ISD. At present, almost one of every three HPHS students does not live within the HPISD boundaries and attends through a transfer request granted by the district. The student mobility rate varies between 15 and 16%.

Demographics Strengths

Much of the recent professional development has been focused on dealing with the economically disadvantaged sub-group. The HPHS staff is currently reading "A Framework for Dealing with Poverty" by Dr. Ruby Payne as a book study. The staff is learning strategies to work more effectively with students from poverty or near poverty levels. The intent is to eliminate deficits in areas such as support and communication as much as it is to eliminate financial woes.

Demographics Needs

Highland Park ISD has implemented a plan to encourage ESL certification for classroom teachers. ESL certification or the ability to obtain ESL certification in one year has been proposed as a condition of employment in the future.

Student Achievement

Student Achievement Summary

Highland Park High School met standards on all three of the indicators on the 2013 State Accountability Report in the areas of: Student Achievement, Closing Performance Gaps and Postsecondary Readiness. Student Progress was not measured this year due to adjustments in the assessment system related to the English I and English II EOCs.

In addition, Highland Park High School received Distinction Designation in Academic Achievement in: Mathematics and Postsecondary Readiness.

Highland Park High School scored 100% on all Accountability System Safeguards in the areas of Performance, Participation and Graduation Rates.

Student Achievement Strengths

One student graduated from Amarillo College with an Associate's Degree through the Dual Degree program. One student was named a Gates Millenium Scholar. The Class of 2014 earned over \$700,000 in scholarships.

At present, a single student in the HPHS Class of 2015 student needs to pass one EOC assessment for all continuing students to have passed all of the necessary state tests. One senior transfer student needs to pass one EOC to be eligible to graduate.

HPHS students have received top art awards at both the local and state levels, including two "Best of Shows" in the two most recent American Quarter Horse Association Youth Art Shows. A national online art website has selected some HPHS work as recognized.

Student Achievement Needs

Students will be assigned to daily tutorial periods based on the review of current grades, local data information and recent state assessments. Students with multiple areas of need will be enrolled in regularly scheduled classes to provide intervention in a more focused environment. The counselor will oversee student movement between different Access classes with input from teachers, as necessary.

Based on report from the College Board, HPHS will set a goal of meeting the state achievement rate on the ACT test.

A Reading course has been added to provide additional support to identified struggling readers as well as those having difficulty with the reading portion of EOC tests.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Highland Park High School staff including teachers, administrators, counselors and paraprofessionals is 100% Highly Qualified according to applicable regulations. It is the policy of the district to employ only highly qualified teachers and staff. Besides participating in professional development training prior to the school year and collaboration during the school year, teachers and paraprofessionals are required to attend 12 hours of workshops focused on their needs as an instructor or instructional assistant.

Staff Quality, Recruitment, and Retention Strengths

All nineteen Highland Park High School teachers are highly qualified as well as two principals, one librarian, one counselor and one paraprofessional. Experience ranges from 0 to over 30 years years of experience. The campus has a staff with an average number of years of experience of 12.9 years. Of the the entire campust staff, 8 hold Master's degrees, 2 are working on Master's degrees and one holds a Doctorate.

Highland Park High School teachers continue to improve instruction in professional development and collaboration. The district has focused on The Fundamental Five, Reflective Teaching, Brain-based strategies and technology applications. The desired outcome of all individual and group studies is to improve student performance.

HPISD is pilot district for the new evalaution systems for teachers and principals. Data and opinions will help shape the final product introduced in all Texas districts in 2016.

Staff Quality, Recruitment, and Retention Needs

The Highland Park High School staff will continue to be highly qualified as directed by the HPISD Board. ESL and G/T courses will be offered to assist personnel in obtaining those certifications and designations.

Family and Community Involvement

Family and Community Involvement Summary

Highland Park High School believes in establishing parental and community involvement through a strong partnership with stakeholders, at both the Campus and District levels. Although as a suburban School District, HPISD does not have a set "town" or physical community like other Districts; yet, we are working to encourage, build, and strengthen stronger ties with our parents and community. The campus plans include the development of an effective, comprehensive system for monitoring and evaluating parental and community involvement through our online Parent Portal and social media platforms.

Through establishing and maintaining an effective, systemic, and comprehensive system for monitoring and evaluating parental and community involvement, the campus believes that levels of engaged involvement will increase and parents will become our strong partners who feel welcome and participatory in the educational process for all children.

Family and Community Involvement Strengths

For parents, students, and community members, Highland Park ISD recently redesigned the District website to facilitate better communication and interaction among all stakeholders. Through the Parent Portal of Power School, parents have electronic, real-time access to their childrens' grades, attendance, and also easy access for continued communication with their childrens' teachers.

Highland Park ISD also enjoys a strong partnership with the PTO and various Booster Clubs and seeks ways for continuous improvement. Under the direction of the Superintendent, principals actively promote Highland Park ISD to increase the District's media coverage and community awareness.

The use of social media has placed information in front of family and community members in another platform. Failure to post quickly seems to get attention.

The high school campus maintains a sign-in sheet for every meeting with staff or others.

Family and Community Involvement Needs

By establishing a partnership with Amarillo College for a Dual Degree Program and Community Links for parent and community adult education in GED, ESL, and Technology, Highland Park ISD plans to increase awareness of changing graduation, college readiness and Achieve Texas requirements for all students.

The District needs to focus on developing strategies where increasingly busy parents can easily access information concerning their children's education and provide means where partnerships with parents can be strengthened.

Technology

Technology Summary

Highland Park School District commits to encouraging all students and community members to become life-long learners. Essential to this vision is the development of the use of state-of-the-art technology that empowers teachers, students, and other adults to create learning experiences from the vast storehouse of information available both within and beyond the school building. In educating its students for the future, the district believes that while maintaining and enhancing our current computer system is important, schools must play a part in equipping students, teachers, and the community to use all technologies efficiently. Our plan is continuously updated to keep up with the rapidly changing pace of technology in the district. This year, the district is committed to its vision of continuing our one-to-one environment for all students 6th-12th grade. While creating a vision for technology in our district, we realize the single most important factor in determining the success of technology in the classroom is a teacher who is able to infuse technology with instruction.

Technology Strengths

Student Resources

Our Middle and High school students all have one-to-one access with each student having their own MacBook, providing 100% computer access for each secondary classroom. In addition, there is one mobile lab containing a total of 58 wireless capable laptops. A technology education lab contains 22 computers and equipment to teach such subjects as virtual reality, embroidery, AutoCAD, flight simulation, desktop publishing, digital photography, video editing, and others. Odysseyware is used for our Credit Recovery software. Some HPHS staff are "flipping classrooms" so that lectures are delivered via recorded media. The advantage is that students can replay the instruction as many times as they need and that the teacher is available to work with the students as they attempt traditional "homework" problems. All Highland Park High School state assessments will move completely online to take advantage of our technology resources and hopefully receive student results quicker.

Staff Resources

All instructional staff members are provided with a laptop computer for school and home use. Ongoing training in more efficient and effective uses for technology in the classroom are offered throughout the school year and discussed in collaboration.

Staff Development

For the past nine years the District has required a comprehensive technology professional development program. Each staff member is required to attend 6 hours of technology training a year in areas ranging from basic word processing to advanced web design. Courses are offered based on requests submitted by teachers and research performed by the Technology Director. In addition, staff has the choice of a teacher boot camp during the summer, Region 16 workshops, projects, before and after school in-house trainings and Online Atomic Learning. Classes are taught at various levels of complexity to meet the needs and interests of all staff members. Our next step into the future of technology staff development will be implementing Loti Levels into the trainings and video conference trainings with other districts.

Technology Needs

Because the equipment is being provided to teacher and students, the needs are to provide professional development in areas proven to be more efficient and effective in the classroom. The principal with the technology department strive to find useful bits of information on a regular basis as opposed to a change in platforms or philosophies. Teachers are encouraged to share technology strategies with their peers.

At present, the flexibility and power of Google Drive is an area where training and tips are shared in collaboration, at workshops and in emails.

Community Involvement

Community Involvement Summary

Examples of Highland Park ISD's community participation include:

- the District Improvement Planning Committee,
- the District Advisory Committee (DAC),
- the Student Health Advisory Council (SHAC),
- PAC Committees,
- PTO Committee
- Athletic Booster Clubs
- Site Base Committee
- Senior Citizens, and
- other various groups

These groups are designed to provide collaboration and to strengthen partnerships while addressing important issues in the District. These groups are being used extensively as the District works throughout the process of bond construction of an activity center and an additional classroom addition in 2010.

Another possible area of community involvement for Highland Park is to locate and/or establish a working relationship with any private schools within our District boundary to fair share our federal funds. At this time, no private, non-profit schools exist within our boundaries.

In working with Region 16 ESC personnel through the TEXSHEP Grant, the District Homeless Liaison ensures that the needs of each homeless student from each campus throughout the District are met. Through the grant and community partnership with Region 16, each homeless student receives a backpack full of school and personal hygiene supplies, a calculator, and canvas lunch box. Two students have received dental work and one student has received new eye glasses through the funding of the grant.

Community Involvement Strengths

The support from Amarillo College and the establishment of the Dual Degree Program has been very successful. The program encourages and propels students toward success! The more college hours a student has completed at graduation, the more likely they are to finish college.

Community Involvement Needs

Methods for providing college course opportunities for our students in the Dual Degree Program continues to be a need. Outreach efforts to our parents and community members need to improve and become more consistent for each Campus and the District. Families and organizations need to be visited and informed of the programs and educational opportunities that we are working to provide for them through our online resources, personnel, and outreach efforts. We need to continue to develop ways to help our community members to take the classes they wish to take to improve educational opportunities for all of our families.

Programs

Programs Summary

In 2009, Highland Park ISD begins our fourth year in the implementation of a guaranteed and viable curriculum through CScope. Significant progress has been made with our implementation efforts, and this year, our expectation is that CScope curriculum will be used with fidelity in every core classroom throughout the District. Teachers will use common assessments for performance indicators for their students to ensure student success.

According to Robert Marzano's work, a guaranteed and viable curriculum is the most powerful school-level factor in determining overall student achievement. Non-core content area teachers will use the 5E Instruction Model, and along with all teachers in the District, will post their lesson plans online in CScope to be quality checked by District and Campus Administrators and Personnel.

Other District programs and initiatives that support student achievement include:

- Common assessments
- Response to Intervention (RtI)
- Professional Learning Communities
- Comprehensive Literacy Frameworks through Balanced Literacy partnership/training with Amarillo ISD (PreK-12)
- Purchase, training, and implementation of innovative technologies of SMART Interactive Whiteboards; Document Cameras, Projectors, AirLiners, and Senteo Student Response Systems with student remotes
- The continuation and further development of technology integration in all classrooms through the use of innovative technologies in deep and meaningful ways.

The District Alternative Education Placement (DAEP) program is a state-mandated discipline placement for the District, housed in classrooms in the Administration Building. Students with certain violations of the student code of conduct are placed by discretionary or mandatory terms. Because students are continually enrolled at their home campus, the DAEP is not subject to AEA. Students in attendance at the DAEP focus on the assignments from the home campus instructors. Bill Harper is a highly qualified, certified teacher with a Master's degree who does a remarkable job of working with our ISS and DAEP students.

Programs Strengths

The District uses a wide variety of research-based programs, structures, and strategies of best practices to meet the needs of a diverse student population. The increased use of common assessments throughout the District will provide the necessary data for teachers and administrators to evaluate the effectiveness of the programs, structures, and strategies that best serve our students.

DMAC will be a useful tool in data evaluation this school year, with technical support from Region 16. Administrators, counselors, and teacher leaders from all campuses were trained by Region 16 personnel in early October 2009 and all teachers went through a one-day workshop in August 2013. DMAC includes State Assessment, TEKScore, PGP, and SSI components to better serve our student population. DMAC is very user-friendly and teacher buy-in throughout the District is prevalent.

Parent Portal, our student data management program, continues to be successful. More and more parents are accessing the system to check on their student's grades, attendance, and for regular communications with their teachers.

We are also beginning our tenth year in our 1-to-1 Laptop Initiative with students in grades 6-12 each having their own laptop. The integration of technology in the classroom along with the added use of SMART technologies continues to engage students in their learning. Students are excited to use these technologies to help them be even more successful in the classroom. Many of our teachers are even learning from the students!

Programs Needs

More training in several areas is needed for both teachers and administrators in designing and interpreting the results of common assessments and individual classroom assessments. A systematic, comprehensive model for evaluating program effectiveness through a "Plan, Do, Check, Act" cycle needs to be established and integrated within the District.

To develop and implement a comprehensive literacy framework that includes all content areas, to use CScope with fidelity, and to use technology in deep and meaningful ways will all require sustained, on-going training in Balanced Literacy, quality checking, consistent walkthroughs, and SMART Board trainings to provide technical and instructional support to sustain change and improvement throughout the District.

Operations

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or PLAN assessment data
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher STaR Chart Technology Data
- PDAS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

- Study of best practices

Goals

Goal 1: Instructional personnel will plan lessons aligned with TEKS that provide appropriate rigor for all students to reach the highest standards on state assessment and college readiness data (NCLB Goal 1).

Performance Objective 1: All high school teachers will present rigorous lessons that align with TEKS.

Summative Evaluation: Online lesson plans with quality checks. Common assessment data. Regular walkthroughs.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) All core area teachers will receive curriculum training and updates through workshops, presentations and collaboration through district or Region 16 training. (4, PD).	Principals and Leaders Team	Core Team Meetings/Delayed Starts/Sign-In Sheets				
2) Administrators will quality check teachers' lesson plans on school website each week for planned, high-quality, and TEKS-based instruction based upon the IFDs (2, RS).	Principals	Regular Walkthroughs (Walkthrough Forms/Documentation)				
3) Administrators will conduct regular classroom walk-throughs (2, RS).	Principals	Walkthrough Forms/Documentation				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Instructional personnel will plan lessons aligned with TEKS that provide appropriate rigor for all students to reach the highest standards on state assessment and college readiness data (NCLB Goal 1).

Performance Objective 2: All core areas will give common assessments aligned to TEKS.

Summative Evaluation: Common Assessment Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Teachers will give assessments in the core areas of Reading/ELA; Math; Science; and Social Studies.(8, TIA).	Principals and Leadership Team	Walkthroughs/Common Assessment Data				
2) Curriculum will address prior learning and readiness standards.	Principals and Curriculum Director	Walkthroughs, lesson plans, assessment data.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Instructional personnel will plan lessons aligned with TEKS that provide appropriate rigor for all students to reach the highest standards on state assessment and college readiness data (NCLB Goal 1).

Performance Objective 3: Principals will evaluate and coach teachers to use professional development strategies in lesson planning, self-reflection and brain-based instruction as implemented in the T-TESS pilot program.

Summative Evaluation: Quality Checks / Walkthroughs

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Ongoing quality checks and teacher feedback for teachers' online lesson plans found on the district website (2, RS).	Principals	Online Lessons Plans				
2) Upon receipt of an online form for T-TESS walkthroughs, teachers will receive feedback from the principal.	Principals	Walkthrough data, teacher self-assessment				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Technology and innovative technologies will be integrated throughout the campus in deep and meaningful ways to enhance student achievement and to develop the best possible technological background (NCLB Goal 5).

Performance Objective 1: Teachers will be trained in the use and integration of iPads, SMART Board Interactive Whiteboards, Air Liners, Document Cameras, and Senteo Student Response Systems with ongoing, longitudinal professional development by in-house, SMART Certified trainers (4, PD).

Summative Evaluation: Walkthroughs/Lesson Plans/Classroom Demonstrations/Ongoing Trainings and Practice/Sign-In Sheets

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) High School teachers will be trained in the use of SMART Boards, Google Drive and DMAC throughout the District. (4, PD).	Technology Department, Principal and Central Admin	Training Logs and Sign-in sheets				
2) Provide training to interested students in the use of SMART Boards after school (4, PD; 9, M).	Technology Department, Teachers, Central and Principals	Training Log-ins/Sign-in sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Technology and innovative technologies will be integrated throughout the campus in deep and meaningful ways to enhance student achievement and to develop the best possible technological background (NCLB Goal 5).

Performance Objective 2: Teachers will receive ongoing and sustained professional development in technology throughout the school year (4, PD)

Summative Evaluation: Training Logs / Sign-In Sheets / Certificates

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Teachers will receive ongoing professional development in technology as needed throughout the school year during planning times, learning lunches, collaboration days and after school (4, PD).	Technology Department	Training Logs/Sign-in Sheets/Certificates				
2) Ongoing professional development in technology and administering online assessments will be provided as needed (4, PD; 8, TIA).	Central Office and Technology Department	Agendas/Sign-in Sheets/Certificates				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: All instructional personnel will establish challenging goals for all students, as well as provide effective feedback to the students. With appropriate assessments and a system of interventions for at-risk students, teachers will document all student achievement. Goals should include improving attendance and decreasing the dropout rate in addition to academic success (NCLB Goal 2).

Performance Objective 1: In the area of student performance, the percent of commended STAAR EOC levels phase-in scores will increase by at least 5% in all grades and subject areas (2, RS; 9, M).

Summative Evaluation: TAKS Results; AEIS Reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Principals and Leadership Team will have on going training to understand the correlation between EOC scores and college readiness (2, RS).	Central Office	Training Rosters and Logs/Students Results/Campus Improvement Plans/TAPR Report				
2) Teachers will be trained on the correlation between EOC scores and college readiness (2, RS; 9, M).	Central Office and Principals	Training Logs/Student Results/Campus Improvement Plans/AEIS Reports				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: All instructional personnel will establish challenging goals for all students, as well as provide effective feedback to the students. With appropriate assessments and a system of interventions for at-risk students, teachers will document all student achievement. Goals should include improving attendance and decreasing the dropout rate in addition to academic success (NCLB Goal 2).

Performance Objective 2: Student groups will show improvements as measured by State Accountability: Reading/ELA--All student groups by 5%; Mathematics--All student groups by 5% (2, RS; 8, TIA; 9, M).

Summative Evaluation: State Accountability Data Table; STAAR Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Secondary campus collaboration will develop a SMART goal that reflects genuine improvement for 2014-2015 school year. (2, RS).	Central Admin and Principals	T-TESS self-assessment reports, collaboration submissions				
2) Secondary campus teachers will provide data to insure that students are meeting locally established standards on TEKS objectives. (8, TIA).	Central Office and Principals	Principal PLC Meeting Agendas/Assessment, results, interventions will be discussed at Principals' Meetings.				
3) Principals will discuss core assessment results and adjustments at their mid-year evaluations (2, RS; 8, TIA).	Superintendent	Evaluation Documentation, assessment data				
4) Campus benchmarks will be developed on the high school campus for the core subject areas of English I, English II, Algebra I, Biology and U.S. History in December and April. (2, RS; 8, TIA).	Central Office and Leadership Team	Benchmarks/Assessment Results				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: All instructional personnel will establish challenging goals for all students, as well as provide effective feedback to the students. With appropriate assessments and a system of interventions for at-risk students, teachers will document all student achievement. Goals should include improving attendance and decreasing the dropout rate in addition to academic success (NCLB Goal 2).

Performance Objective 3: The Annual Dropout Rate for Grades 9-12 will be 0% (2, RS; 9, M).

Summative Evaluation: State Accountability Data Table; Dropout data received in June.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) High School Administrators and Counselor will develop an implementation plan to increase support systems for at-risk students , including Pregnancy-related services and treatment program. (2, RS; 9, M).	Superintendent and Principals	Meeting Minutes/At-Risk Students Folders	✓	✓		
2) Counselors or registrar will contact all students leaving HPISD without a request for records from another campus (9, M).	Principals	Registrar's and Counselor's Contact Logs, PEIMS Leaver Report	✓	✓		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: All instructional personnel will establish challenging goals for all students, as well as provide effective feedback to the students. With appropriate assessments and a system of interventions for at-risk students, teachers will document all student achievement. Goals should include improving attendance and decreasing the dropout rate in addition to academic success (NCLB Goal 2).

Performance Objective 4: All LEP students will advance at least one level of proficiency on TELPAS (9,M).

Summative Evaluation: TELPAS Results; PBMAS

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) A Special Education teacher will provide inclusion to Special Education students who are identified as ESL and LEP. (9, M).	Principals	Schedule/Log-in Sheets				
2) Identified teachers will be trained in ESL strategies and ELPS. (4, PD).	Central Office and Principals	Sign-in Sheets, ESL certificates				
3) Identified teachers will be trained in TELPAS (2, RS; 3, HQ; 4, PD; 6, R/R).	Central Office, Principals, and Counselors	Training Logs; Documentation				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: All instructional personnel will establish challenging goals for all students, as well as provide effective feedback to the students. With appropriate assessments and a system of interventions for at-risk students, teachers will document all student achievement. Goals should include improving attendance and decreasing the dropout rate in addition to academic success (NCLB Goal 2).

Performance Objective 5: The Attendance Rate for all students will improve to 96.7%, with each student group showing a minimum of 0.5% improvement (2, RS; 9, M).

Summative Evaluation: TAPR Report; PEIMS ASA400 report

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) On a weekly basis at Principal PLC Meetings, review attendance data by subgroups and brainstorm strategies that can be implemented on campuses (2, RS; 9, M).	Principals	Campus Improvement Plans; PEIMS ASA400 report; TAPR Data				
2) 2) Work with the proper JP court to follow all current state laws regarding attendance and truancy, including a new attendance contract before filing.	Registrar, Assistant Principal	PEIMS ASA400 report, TAPR data,				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: All instructional personnel will establish challenging goals for all students, as well as provide effective feedback to the students. With appropriate assessments and a system of interventions for at-risk students, teachers will document all student achievement. Goals should include improving attendance and decreasing the dropout rate in addition to academic success (NCLB Goal 2).

Performance Objective 6: Grades of students assigned to ISS/DAEP for extended days will improve to a minimum of 80%; Grades of 80% or higher will be maintained (2, RS; 9, M).

Summative Evaluation: Student Grades

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Measure and record the number of ISS/DAEP teacher contact hours (2, RS; 9, M).	Principals and ISS/DAEP teacher	Principals will select and evaluate contact logs each six weeks. Feedback will be given to teachers regarding reaching goal.				
2) Obtain, record, and monitor grades that long-term DAEP students are receiving from campus teachers while students are attending DAEP (2, RS; 9, M).	Principals and ISS/DEAP teacher	Student grades assessed each week. Principals will contact campus teachers if grades are falling. DEAP teacher will then use the grade information to target his instruction with individual students.				
3) Students entering ISS/DAEP will sign a contract explaining expectations and defining the cooperation needed with DAEP teacher for their success (2, RS).	ISS/DAEP Teacher	Student signed contracts				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: All instructional personnel will establish challenging goals for all students, as well as provide effective feedback to the students. With appropriate assessments and a system of interventions for at-risk students, teachers will document all student achievement. Goals should include improving attendance and decreasing the dropout rate in addition to academic success (NCLB Goal 2).

Performance Objective 7: Increase student participation in and completion of AP, Honors and/or Dual Credit courses by 2% from 2013-2014 to 2014-2015. (2, RS; 9,M).

Summative Evaluation: Course Enrollment and Completion; TAPR Reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Honors teachers will have been trained in Laying the Foundation (LTF) and/or College Board AP Summer Institutes (APSI) or other training deemed appropriate; (4, PD).	Central Office and Principals	Training Certificates				
2) Honors course material will be provided at parent meetings and to students before registration (5, PI).	Central Office, Principals and Counselors	Completed Materials, sign-in sheets				
3) Challenging summer assignments for potential honors students will be posted online (2, RS).	Technology Department, Principals, and AP/PreAP Teachers	Online Postings, completed assignments				
4) Honors teachers will develop syllabi and make them available to students before registration, both on paper and online (2, RS).	Central office, Technology Department, and Principals	Syllabi Submitted and Posted Online				
5) High School will host a Dual Credit and Honors Meeting for parents and students (2, RS; 5, PI).	Central Office, Principals, and Counselors	Meeting Agendas and Rosters				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: All instructional personnel will establish challenging goals for all students, as well as provide effective feedback to the students. With appropriate assessments and a system of interventions for at-risk students, teachers will document all student achievement. Goals should include improving attendance and decreasing the dropout rate in addition to academic success (NCLB Goal 2).

Performance Objective 8: 90% of Special Education students taking STAAR-Alternative will be proficient (4, PD).

Summative Evaluation: TAKS-Alternative (TAKS-Alt) Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Special Education teachers will be trained in all STAAR testing related to special education students in (4, PD).	Special Education Director	Training Records				
2) Special Education staff will implement and administer STAAR EOC assessments as prescribed by the State and agreed on by the ARD committee (8, TIA).	Special Education teachers, Special Education Director, Counselor	Principal Observations, ARD documents, STAAR results				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: All instructional personnel will establish challenging goals for all students, as well as provide effective feedback to the students. With appropriate assessments and a system of interventions for at-risk students, teachers will document all student achievement. Goals should include improving attendance and decreasing the dropout rate in addition to academic success (NCLB Goal 2).

Performance Objective 9: At least 70% of Special Education student will meet phase-in standards on STAAR EOC exams as agreed on by the ARD committee (2, RS; 7, T; 8, TIA; 9, M).

Summative Evaluation: All STAAR Results of Special Education students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) All Special Education teachers will be trained in writing standards based IEP's.(4, PD).	Special Education Director	Training Records				
2) Special Education and General Education teachers will be trained in allowable accommodations on all state assessments (2, RS; 8, TIA; 9, M).	Special Education Director, Counselor, Principal	Training Records and Sign-in Sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: All instructional personnel will establish challenging goals for all students, as well as provide effective feedback to the students. With appropriate assessments and a system of interventions for at-risk students, teachers will document all student achievement. Goals should include improving attendance and decreasing the dropout rate in addition to academic success (NCLB Goal 2).

Performance Objective 10: Student participation in ACT and/or SAT will increase by at least 5% (2, RS; 5, PI; 8, TIA; 9, M).

Summative Evaluation: TAPR Reports; ACT/SAT School Reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Counselors will develop recruitment and advertising strategies.	Principals	Counselors Meeting Agendas				
2) Teachers will develop strategies to assist students in taking the ACT/SAT college entrance exams (2, RS; 5, TIA; 9,M)	Curriculum Director, Counselor, Principal	Lesson plans, ACT/SAT data				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: All instructional personnel will establish challenging goals for all students, as well as provide effective feedback to the students. With appropriate assessments and a system of interventions for at-risk students, teachers will document all student achievement. Goals should include improving attendance and decreasing the dropout rate in addition to academic success (NCLB Goal 2).

Performance Objective 11: Professional development opportunities will be attended by all professional and nonprofessional staff. (4, PD).

Summative Evaluation: attendance documentation; implementation of new strategies to improve student performance

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Online professional development will provide all staff with a variety of learning opportunities while minimizing the time away from the classroom (2, RS; 4, PD).	Principal, curriculum & instruction coordinator	attendance documentation; implementation of new strategies to improve student performance				
2) Ongoing professional development opportunities for innovative technologies will assist teachers throughout the district to implement these technologies in the classroom to motivate and engage student learning (4, PD).	principal; curriculum & instruction coordinator	attendance documentation; implementation of new strategies to improve student performance				
3) Ongoing professional development opportunities will be provided as determined by the Comprehensive Needs Assessment (4, PD).	principal; curriculum & instruction coordinator	attendance documentation; implementation of new strategies to improve student performance				
4) All high school teachers will have ESL certification by the 2015-16 school year.	principal; curriculum & instruction coordinator; teachers	certifications; implementation of new strategies to improve student performance				
5) Identified teachers will be trained in TELPAS (2, RS; 3, HQ; 4, PD; 6, R/R).	principal, counselor	attendance documentation; certification; meet state and federal accountability requirements				
6) Teachers will be trained in Advanced Academic Services (GT) strategies (4,PD).	principal; curriculum & instruction coordinator	attendance documentation; certification; implementation of new strategies to improve student performance				
7) Staff will be trained on differentiated instruction, including meeting the needs of students identified as Special Education, 504, autistic, or having other special needs (4, PD).	principal; special education coordinator; curriculum & instruction coordinator	attendance documentation; implementation of strategies to meet the needs of all students and improve student performance of all learners				
8) Instructional staff will be trained on strategies to address the Texas Behavior Support Initiative (4,PD).	Principal, assistant principal	attendance documentation; implementation of strategies				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: All Highland Park ISD personnel will promote parental and community involvement using best-practices models to improve communication, participation, and partnerships to meet District's goals (NCLB Goal 5).

Performance Objective 1: Increase the available opportunities for parent and community involvement in the education of HPISD students. Area: Student Performance
(5, PI; 10, COORD).

Summative Evaluation: Parent Surveys, Leadership Team agendas

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) The High School will assist parents to become more involved in their student's education and goal-setting (5, PI).	Principals, counselors, Title I personnel	Agendas, sign-in sheets, student PGPs				
2) Establish a Campus Educational Improvement Council Committee. (5, PI).	Central Office and Principals	Agendas/Minutes/Sign-In Sheets/Membership Roster				
3) Conduct an informational campaign to increase the number of parents reviewing their children's grades and attendance using the online Parent Portal in TxEIS. (5, PI).	District Support Coordinator and technology	Increased Number of parent Log-ins, Internet presence				
4) Provide a Spring Title I Parent Involvement Meeting for the High School (5, PI).	Principals and Secondary Teachers	Attendance Count/Sign-In sheets				
5) Advertise Fall Open House and school registration for parents of the High School (5, PI).	Principals	Sign-In Sheets				
6) Arrange fine arts assemblies and performances for the high school throughout the school year (5, PI).	Principals, Fine Arts teachers	Sign-In Sheets				
7) Provide a College Awareness Night for parents of high school students (5, PI).	Principals and Counselors	Attendance/Sign-In sheets				
8) Provide awards assemblies for High School at each nine weeks and continue our May Award Celebration.	Assistant principal, principal, HS Student Council sponsor.	Every six weeks students will be recognizes for A and AB honor roll. Students will be recognizes for perfect attendance. Students will have a party to celebrate their successes.				
9) Provide parent class sponsors to help with teachers in coordinating class events and goals.	Teachers, principals.	When we see the positive relationship between teachers, parents and students during the instructional year.				
10) Provide training with parents on the TxEIS system on texting and email procedures.	Technology department.	When all parents can check attendance, grades, texts and email teachers as needed.				
11) All Highland Park school activities, special events and reservations process are put on HP online calendar and HP Facebook, and Highland Park YouTube.	Technology department, staff.	When all of the Highland Park community can view events from HP online calendar at anytime.				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 5: All HPISD personnel will promote a safe and orderly environment; to be maintained, supported, and continuously monitored by all staff (NCLB).

Performance Objective 1: All staff members will be trained in safety rules, regulations, practices and expectations during annual in-service training (4, PD).

Summative Evaluation: Sign-In Sheets/Certificates

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) On-going safety training will be provided to all high school staff in August and during the school year as necessary (4, PD).	Central Office	Sign-In Sheets/Certificates	✓	✓		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: All HPISD personnel will promote a safe and orderly environment; to be maintained, supported, and continuously monitored by all staff (NCLB).

Performance Objective 2: 100% of students and staff will be trained in freedom from harrassment, Internet Safety, Dating Violence (Grades 7-12), and Bullying to maintain a safe and orderly educational environment (Title IV, SDFS; 2, RS; 4, PD; 9, M).

Summative Evaluation: Staff Development Surveys; Title IV Reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Contract with Safe and Drug Free Schools Facilitator (2, RS; (9, M).	Principals and Counselors	Activity Logs/Sign-In Sheets, Character Counts offerings	✓	✓		
2) Provide campus informational sessions (2, RS; 9, M).	Principals, Counselors, and D-FY-IT Coordinator	Six Weeks Campus Student/Staff Training Logs, Character Counts offerings				
3) Provide guidance lessons to High School students that teach freedom from harassment, Internet Safety, Dating Violence, Suicide Prevention, and others (2, RS; 9, M).	Principals, Counselors, Technology Department, and D-FY-IT Coordinator	Training Rosters/Activity Logs, Character Counts offerings				
4) Provide guidance and/or emotional literacy training each six weeks (2, RS; 9, M).	Principals and Counselors	Training Rosters, Character Counts offerings				
5) Book studies based upon support of the Texas Behavior Initiative (4, PD;	Special Education department and Principals	Sign-In Sheets/Training Logs				
6) Provide Character Counts Education on Thursdays for High School students.	Principals, Teachers, Counselor	Number of office referrals are down in high school. Failure list is smaller for high school students. More positive school climate.	✓	✓		
7) Provide a Student Crimes Stopper Program for all high school students.	Campus police, principals.	Students are allowed to contact campus police through this program to inform of any illegal activities on the high school campus.	✓	✓		
8) Parents, students, staff will be trained on the HPISD online bully report.	Administration, principals and teachers.	We will monitor bully reports and evaluate the success rate among students.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: All HPISD personnel will promote a safe and orderly environment; to be maintained, supported, and continuously monitored by all staff (NCLB).

Performance Objective 3: By November all professional employees working in specific designated assignments (principals, assistant principals, coaches, health teachers, nurses, PE teachers, extra curricular sport and/or academic (UIL) sponsors, band directors, and drama teachers) will be trained in CPR, First Aid, and AED operation (Title IV, SDFS; 4, PD; 6, R/R; 10, COORD).

Summative Evaluation: HR Employee Certificate Report

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Provide CPR, First Aid, and AED operation training to High School teachers and coaches (4, PD).	Student Nurse, HSTE Teacher, Principals, Athletic and UIL Directors	Certificates of Completion				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: All HPISD personnel will promote a safe and orderly environment; to be maintained, supported, and continuously monitored by all staff (NCLB).

Performance Objective 4: Increase student participation in reporting any safety problems at school to appropriate personnel (Title IV, SDFS; 2, RS).

Summative Evaluation: Usage Logs

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Monitor student use of edmodo and Student Crime Stoppers and disseminate information as needed (2, RS).	Principals, Technology Department, and Campus Liaison	Log-In Sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: All HPISD personnel will promote a safe and orderly environment; to be maintained, supported, and continuously monitored by all staff (NCLB).

Performance Objective 5: Increase student participation in D-F-Y-I-T to ensure a safe and drug free school (Title IV, SDFS; 10, COORD).

Summative Evaluation: Membership Rosters

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Provide D-F-Y-I-T activities for High School students throughout the school year, including a Lock-In/Pizza Night; distribution of D-F-Y-I-T t-shirts, etc. (2, RS).	Principals, Campus Liaison	Membership Rosters and Attendance				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: All Highland Park ISD professionals will work interdependently in collaborative teams to improve both adult and student learning (NCLB Goal 3).

Performance Objective 1: 100% of academic core subject area classes will continue to be taught by highly qualified teachers and paraprofessionals in compliance with federal and state guidelines specific to the No Child Left Behind (NCLB) Act , Goal 3 (3, HO; 6, R/R).

Summative Evaluation: Highly Qualified Annual Compliance Report

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Prior to the school year, the campus will develop campus goals and define high quality professional development needs/activities for the High School Title I campus (2, RS; 4, PD; 6, R/R).	Central Office and Principals	Formative Reviews and Summative Evaluation Records in Campus Improvement Plan				
2) Administer locally developed assessment exam, as needed, to ensure appropriate credentials for non-certified staff (3, HQ).	Principals and Special Education Director	100% of paraprofessionals meets highly qualified requirements before employed.				
3) Campus ensures all instructional staff meet the NCLB Title I requirements for certification (3, HQ).	Central Office	SBEC Certifications				
4) Attend job fairs, conduct interviews, and advertise vacancies in multiple sources to ensure the campus recruits and hires applicants meeting HQ requirements in core subject areas (6, R/R).	Central Office and Principals	100% of applicants for campus interviews meet HQ and certification requirements.				
5) Collaborate with Region 16 to ensure that HQ teachers for the Title I campus receives high quality, research-based professional development in core subject areas.	Mr. Mayfield, Janet Hindman, and Principals	Audit of paraprofessional development sessions taken on Title I campus by core subject area teachers.				
6) Evaluate applicant credentials to determine if they meet HQ requirements (3, HQ).	Central Office and Principals	Hiring Reports/Only HQ applicants are hired for campus vacancies in core subjects 100% of the time.				
7) Monitor hiring practices and turnover rates at Title I campus to ensure equitable distribution of experienced teachers.	Mr. Mayfield and Janet Hindman	Interview Records/Teacher Service Records/Campus PD Records/Resignations/and Non-Renewal Records.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: All Highland Park ISD professionals will work interdependently in collaborative teams to improve both adult and student learning (NCLB Goal 3).

Performance Objective 2: 100% of the professional development attended by HPISD instructional staff will be aligned with District and Campus Improvement Plans (2, RS; 4, PD; 10, COORD).

Summative Evaluation: Audit of Substitute Vouchers, T-TESS self-evaluation data, Professional Development Calendar

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) All professional and nonprofessional staff will attend 12 hours of approved PD for two days of comp. time (4, PD).	Central Office and Technology Department	Sign-In Sheets/Certificates	✓	✓		
2) Ongoing PD opportunities will provide all staff with a variety of learning opportunities while minimizing the time away from the classroom and/or office (4, PD).	Central Office and Technology Department	Any online offering including but not limited to: Completion of Spreadsheets for: Bloodborne Pathogens; FERPA Safety in the Workplace; G/T Nature, Needs, and Identification Book Studies.				
3) Ongoing PD opportunities for SMART Boards and innovative technologies throughout the school year (4, PD).	Central Office and Technology Department	Classroom Observations/Walkthroughs/Lesson Plans/STAAR Scores/Assessment Data.				
4) Campus will provide support for First Year Teachers and First Year Teacher's Academy (4, PD).	Principals, Curriculum Director	Training Materials/Participant Feedback/Student Results. Teacher retention rates.				
5) Ongoing PD opportunities will be provided per campus requests as determined by the comprehensive needs assessments (4, PD).	Principals, Curriculum Director	Training Materials/Rosters/Sign-In Sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: All Highland Park ISD professionals will work interdependently in collaborative teams to improve both adult and student learning (NCLB Goal 3).

Performance Objective 3: HPISD will maintain compliance with the No Child Left Behind (NCLB) Act through accurate and timely reporting (10, COORD).

Summative Evaluation: Highly Qualified Annual Compliance Report; Personnel Files; Highly Qualified Worksheets; and Principal Attestations.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Provide support to first year teachers and their mentors (3, HQ; 6, R/R).	Principals	Teacher Feedback from New Teachers/Retention Rates				
2) Conduct walkthroughs to support and answer questions for new hires and staff (2, RS; 3, HQ; 6, R/R).	Principals	Number of Walkthroughs/Teachers Feedback				
3) Provide TBSI and/or CPI training for new staff members who may have to restrain a Special Education student. Training may be provided through the online course with Region 16 (2, RS; 3, HQ; 6, R/R).	Principal, Special Education Director	Training certificates. PEIMS reports on student discipline				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: All Highland Park ISD professionals will work interdependently in collaborative teams to improve both adult and student learning (NCLB Goal 3).

Performance Objective 4: The Curriculum and Instruction Department will provide academic support services for necessary trainings to retain quality staff, including new hires, to maintain a staff turnover ratio below 15% (4, PD,; 6, R/R; 10, COORD).

Summative Evaluation: Feedback to Curriculum and Instruction Department from teachers, new hires, and existing staff.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Provide mentors for first year teachers and establish and maintain monthly contact between teacher and mentor. (2, RS; 3, HQ).	Principals, Curriculum Director	Increase Retention Rates	✓	✓		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: All Highland Park ISD professionals will work interdependently in collaborative teams to improve both adult and student learning (NCLB Goal 3).

Performance Objective 5: HPISD will recruit the most qualified personnel by attending university and local job fairs and will advertise district vacancies in relevant sources as applicable to the needs of the district to fill 100% of District vacancies each school year (6, R/R).

Summative Evaluation: Highly Qualified Annual Compliance Report; Job Fair Information.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Campus will recruit the most highly qualified personnel for open positions.	Principals, Superintendent	Increase in applicants for specific positions	✓	✓		
✓ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue						

Goal 6: All Highland Park ISD professionals will work interdependently in collaborative teams to improve both adult and student learning (NCLB Goal 3).

Performance Objective 6: Campus administrators and teachers will be trained in collaborative philosophies and practices (2, RS; 4, PD).

Summative Evaluation: Training Documentation, collaboration sign-in sheets, Google sites

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Campus administrators and teachers will receive training in PLC philosophies and practices through PD opportunities (4, PD).	Central Office	Agenda/Sign-In Sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: Highland Park High School will develop a culture of universal achievement for all students through the implementation of programs that encourage high school graduation and higher education enrollment (NCLB Goal 5).

Performance Objective 1: Highland Park High School will develop a culture of universal achievement for all students based on recommendations of the campus improvement committee.

Summative Evaluation: STAAR results, HS transcripts, Dual credit documentation.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) High School campus will continue our relationship with Jostens with strategies on Commit to Graduate theme.	Counselors, leadership team, principals, teachers.	When students and parents are committed to graduation and students enrollment increases in post-secondary education.	✓	✓		
2) High School teachers will attend the Turn Around School Institute this summer in Dallas.	Leadership team	Every teacher will be trained in the Turn Around School Institute for student success.	✗	✗		
3) Highland Park will work to develop a partnership with Amarillo No Limits/No Excuses Post-Secondary Program.	Leadership team	As our student numbers increases at Amarillo College, WTAMU and other universities.	✗	✗		
4) Highland Park High School will have a campus event each six weeks to promote college readiness.	Principals, counselors, teachers	During the college readiness program, students begin to buy into they can succeed in any post-secondary learning. Our students begin to apply at varies universities with grants success.				
5) High School will offer positive reinforcement activities, such as Hornet Pride, Superintendent's Honor Roll, Hornet Elite and the Superintendent's Scholars.	Principals, counselors and teachers.	Successes will be measure in the number of student participation per six weeks.				
6) High School will offer alternative choice activities during tutorial time for students who receive passing grades.	Principals, counselors and teachers.	When number of students in tutorials have decreased during the 2012-2013 school year.		✗		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 8: Professional development attended by High School instructional staff will be aligned with District and Campus Improvement Plans in conjunction with Reflective Teaching data (2, RS; 4, PD; 10, COORD).

State Compensatory

Budget for Highland Park High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
High School SCE	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$98,670.00
6100 Subtotal:		\$98,670.00

Personnel for Highland Park High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Becky Gaffney	Tutorials	SCE	.0673
Bill Prestwood	Access Math	SCE	.1816
Calee Follins	Tutorials, Access English	SCE	.1671
Chris Faucette	Tutorials	SCE	.0671
Dee Dee Vinson	Tutorials, Access English	SCE	.1990
James Whitt	Tutorials	SCE	.0572
Jim Gill	Tutorials	SCE	.0673
John Graser	Tutorials	SCE	.0673
Matt Taylor	Tutorials, Access Science	SCE	.1675
Patricia Bailey	Tutorials	SCE	.0583
Rikki Farquer	Tutorials	SCE	.0629
Tim Landon	Tutorials	SCE	.630

Title I

Schoolwide Program Plan

Our Campus's Schoolwide Program Plan began with a lengthy comprehensive needs assessment [*Section 1114(b)(2)(B) of Title I of ESEA*] to update our existing schoolwide program and to revise our plan. Critical to developing our schoolwide program, the comprehensive needs assessment revealed the priority areas for required focus, suggested benchmarks for the plan's evaluation, and linked all aspects of the schoolwide program's implementation. The academic information about all students in the campus, including economically disadvantaged students; students from major and ethnic groups; students with disabilities; limited English proficient students; homeless; and migrant students helped personnel to identify where needs have changed within our campus since the inception of our schoolwide plan and where efforts should be concentrated for the school year.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Campus's Comprehensive Needs Assessment identified specific gaps between the current status of our campus and the vision of where we want to be, relative to key indicators and focus areas within the assessment. Data obtained from the needs assessment provided the foundation for the goals of the Comprehensive Schoolwide Plan. The program's evaluation measured how successful the campus has been in addressing identified needs and in meeting the goals of the plan.

The ongoing schoolwide planning process moved from collecting and analyzing data and identifying needs to prioritizing those needs and developing a Comprehensive Plan to address them. Writing the plan as an extremely important step in the process helped to construct the plan as a blueprint for all core operations in the schoolwide program. The plan has brought focus and coherence to activities and has helped to ensure unity of purpose, alignment, and clear accountability for the campus.

The Comprehensive Plan addresses all of the components defined in the ESEA [*Section 1114(b) of Title I of ESEA*] and explains how each component has contributed to the creation of a successful schoolwide program.

2: Schoolwide Reform Strategies

Instructional strategies and initiatives in the Comprehensive Plan have been based on scientifically-based research; have strengthened the core academic program; have increased the quality and quantity of learning time; and have addressed the learning needs of all students on the campus. Our Goals of using CScope; Balanced Literacy training of a core team of teacher-leaders and gradual implementation into their classrooms; and using innovative technologies such as SMART Boards and our 1-to-1 Laptop Initiative have all worked together to strengthen our core academic programs throughout the campus.

3: Instruction by highly qualified professional teachers

Our campus has made significant progress in meeting the ESEA requirement of section 1119 that all teachers of core academic subjects and instructional paraprofessionals in our schoolwide program meet the qualifications for highly qualified. All personnel including our instructional paraprofessionals meet the highly qualified requirement.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

The district/campus provides ongoing, sustained professional development on our campus to equip all stakeholders to face the challenges of assisting all students in meeting the State's academic achievement standards throughout the year. Employees obtain additional six hour trainings for their Curriculum and Technology Comp. hours for November and February. All employees are aware of the campus's goals and objectives within our schoolwide plan and are mindful in order to implement the goals on our campus in support of student achievement.

5: Strategies to attract highly qualified teachers

Strategies have been identified and implemented within the schoolwide plan to attract and retain highly qualified teachers through various mediums, including: advertisements in the local newspaper of open positions; job fairs; interviews; as well as current advertisements on our district's website; and posting positions on Region 16 ESC's website. We continually monitor the availability of highly qualified teachers who may be interested in coming to teach on our campus; attempt to remain competitive with teachers' salaries with surrounding school districts; and are proactive in bringing new educational and professional opportunities to our teachers and students alike.

6: Strategies to increase parental involvement

Educational research has continually demonstrated that successful schools have significant and sustained levels of parental involvement. Our schoolwide plan contains strategies to involve and engage parents, especially to help their children to do well in school. We have involved parents in the planning, implementation, and evaluation of our schoolwide program through the CEIC process, continually strive to increase and evaluate parental involvement, and are making continuous efforts to engage our parents, families, and community members in the educational process for all of our children.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Our campus clearly understands and supports the value of creating a coherent and seamless educational program for all at-risk students. Our campus works to transition our students from middle school with our eighth graders into high school. We will continue to provide the strongest start possible for our students and their continued success!

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to State assessment results, teachers must have the most current and ongoing assessment data possible to describe student achievement. These data often come from less formal assessments, such as observation, performance assessments in CScope, six weeks and semester tests, and/or end of course tests. DMAC software has proven to be a teacher-friendly source of providing student data. Our schoolwide program also provides teachers with

professional development onsite and through Region 16 ESC to increase their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

The Comprehensive Needs Assessment and analysis of AEIS data identified students who need additional learning time to meet standards and the plan provides the students with timely, additional assistance that is tailored to their individual needs. Our Odyssey Lab, RtI, TAKS ACCESS classes, before, during, and after school tutorials, and other interventions are activities that ensure the timely assistance that struggling and at-risk students need to be successful.

10: Coordination and integration of federal, state and local services and programs

Our schoolwide plan uses the flexibility that is available to our campus to integrate services and programs with the aim of upgrading the entire educational program and to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services and programs, our schoolwide plan combines most federal, state, and local funds to provide those services. By exercising this option, our campus maximizes the impact of the resources available to carry out the schoolwide program for our district and our campus.

2014-2015 Campus Improvement Committee

Committee Role	Name	Position
Campus Administrator	Todd Moore	Assistant Principal, Highland Park HS
Campus Administrator	Shawn Read	Principal, Highland Park HS
Classroom Teacher	Patricia Cowden	Fine Arts Instructor, Highland Park HS
Classroom Teacher	Rikki Farquer	ELA Instructor, Highland Park HS
Classroom Teacher	Dr. Chris Faucette	Mathematics Instructor, Highland Park HS
Classroom Teacher	Becky Gaffney	Science Instructor, Highland Park HS
Classroom Teacher	Crystal Stewart	CTE Instructor, Highland Park HS
Classroom Teacher	James Whitt	Social Studies Instructor, Highland Park HS
Community Representative	Dr. Kathy Wetzel	Professor, Amarillo College
Counselor	Rala Underwood	Counselor, Highland Park HS
District-level Professional	Kristi Waters	SPED Director, Highland Park ISD
Non-classroom Professional	Jill Swann	Curriculum Coordinator, Highland Park HS
Paraprofessional	Briana Maloy	SPED assistant, Highland Park HS
Parent	Sean Bell	Parent, Highland Park HS
Parent	Ray Paredes	Parent, Highland Park HS
Student	Sidney Harris	Student, Highland Park HS