

Highland Park Independent School District

District Improvement Plan

2014-2015

Accountability Rating: Met Standard



Board Approval Date: December 18, 2014
Public Presentation Date: December 18, 2014

Mission Statement

"Ensuring Student Success Through a Commitment to Excellence!"

Vision

Highland Park ISD is committed to leading the way through progressive technology and advanced instructional techniques to develop an educational experience that produces successful life-long learners.

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 were not updated by the U.S. Department of Education as of the 2012-2013 school year).

Goal 1: By 2014-2015, all students will reach high standards, at a minimum Level II 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 Level II or better in reading/language arts and mathematics.

Goal 3: 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				

State Compensatory Funds

The Compensatory Education Supplementary Funds supplied to Highland Park ISD are used to enhance the Title I Schoolwide Program on each campus.

Total Comp Ed Budget for HPISD: \$625,657 Total Comp Ed FTE's for HPISD 12.10

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on our 2014 Texas Academic Performance Report, our student groups consist of 3% African American, 33.6% Hispanic, 52.7% White, 0.8% American Indian, 8.5% Asian, 1.3% Two or More Races, and 59.9% Economically Disadvantaged. Limited English Proficient (LEP) are 7.5% (State 17.5%); Students with Disciplinary Placements (2012-2013) was 0.1%, and At-Risk students are 37.7% (State 49.9%). The Class of 2013 had 100% total graduates with 6.3% (State 8.2%) Special Education graduates. We had 43 Or 89.6% graduate on the Recommended HS Program and 5 Or 10.4% graduate on the Minimum HS Program.

For our teaching staff, there are 27.2% males (State 23.3%), 72.8% females (State 76.7%), and 17.6% are minority (State 45.7%). Staff includes: 2.7% African American (State 9.6%); 9.3% Hispanic (State 25.2%); 85.4% White (62.3%); and 1.3% Two or More Races (State 1.1%). Teachers: 81% Bachelors (State 75.4%); 17.7% Masters (23.2%); and 1.3% Doctorate (.6%)

We have 24.9% auxiliary staff (State 26.3%) and 142.9 total staff members. Professional staff percentage is 64.6% (State 64.2%).

Demographics Strengths

Our students and staff continue to be our greatest strength at Highland Park ISD. With the diverse student and staff population that we serve, we are proud that 89.6% of our students (including Special Education) graduate on the Recommended H.S. Program/DAP (State 81.6%) and 10.4% graduate on the Minimum H.S. Program (State 18.4%).

Demographics Needs

With the growing and increasingly diverse student demographics, Highland Park ISD needs to continue to find ways to better meet the needs of all of our students that will ensure their continued success both while in school and after graduation. With a growing number of students considered limited English proficient, we must continue to look for ways to enhance English as a second language learning.

Student Achievement

Student Achievement Summary

Student Achievement Summary

Highland Park ISD is focused on learning and the learning process. We strive to use progressive technology and advanced instructional techniques to meet the needs of engaging our student to create successful life-long learners who are future ready. Our mission is to be committed to excellence in everything that we do here at the school and for our staff and students.

This year we are measured under ther TAPR (Texas Academic Performance Report). There are four indexes that meassure accountability.

Index 1: Student Achievement The target was 55 and we scored 83.

This was a measure for All Students Only - % at Phase in 1 Level II or above in each area tested.

All Subjects 83%

Reading 80%

Mathematics 86%

Writing 67%

Science 94%

Social Stud. 83%

Index 2: Student Progress - focuses on actual student growth independent of overall achievement levels for each race/ethnicity student group, students with disabilities, and English Language Learners. The Target was to score above the bottom 5 percentile of districts. We scored a 37 which puts us well above the bottom 5% (16). We are meeting or exceeding progress in all areas in excess of 80% in all areas except writing. In writing, we scored 67% as a district.

Index 3: Closing performance Gaps - emphasis on advanced academic achievement of economically disadvantaged students and the two lowest performing race/ethnicity student groups. The target is to score above the bottom 5th percentile and we scored 45 (28 was the state target). Once again all areas are in the high 80% or above except for writing. Writing is 67% for Eco. Dis. 61%, white 66%, Asian 64% and 69% for Hispanic.

Index 4 : Postsecondary Readiness: Emphasizes the importance for students to receive a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or the military; and the role of elementary and middle schools in preparing students for high school. This year, it is based on those meeting STAAR performance, graduation rates and the % on the recommended or advanced high school programs. We scored 78 and the target to score above the bottom 5th percentile (57)

Class of 2013 4 yr. graduation rate: All 100% ; All student populations were 100%

Annual Drop-out rate 9-12 for 2012-13 is All 0.8%, 1.4% ECD

RHSP/DAP Graduates 2013: 89.6%

Highland Park ISD is beginning its eighth year in the one-to-one laptop program in grades 6-12. The attendance rate in 2011-12 was 96.9% and in the 2012-13 school year it was 96.5 % for the district. This initiative has helped to equip students (Grades 6-12) to integrate technology skills of core academic subjects to become 21st century learners. We are expanding that initiative to include tablets in the elementary school in grades Pre-K -5.

Raw data from the recent STAAR Exams show that we are needing work in all four core subject areas and at all levels of testing. Initially, it appears that writing and social studies are the two lowest levels followed closely by the Reading, Science and Math.

Student Achievement Strengths

The strengths for Highland Park ISD in student achievement for 2014 include the following areas:

We met the standard on all 4 indexes and 44 out of 46 indicators related to system safeguards. The two areas we missed included: % of Special education students taking modified tests and the % of Special Ed. students passing writing.

Student Achievement Needs

District data indicates several areas needed for improvement:

- Improve all content areas in Reading/ELA, Math, Science, and Social Studies with an intense focus in writing. All areas will focus on writing.
- Target and improve Mathematics, Special Education, and English language learners sub groups, especially writing.
- We will continue to improve in overall performance on all STAAR and EOC exams.
- We will add items related to system safeguards into our plan.

District Culture and Climate

District Culture and Climate Summary

In 2013, the district attendance rate was 96.5%.

Highland Park ISD Plan for Excellence - Continue to use this plan as a model for our future.

1. Use data to show the needs of the district, the needs of our students, and why we need to be willing to change our approach.
2. Highlight 5th grade and the exceptional systems they used for success.
3. Use the Turnaround Schools Leadership Team to lead the discussion and move toward these things (those staff members who attended the Institute).
4. Establish the Six Exceptional Systems foundation based on the Turnaround Schools research and 5th grade success story. Include three components (1) Academic Proficiency; (2) College Readiness; and (3) Character Development.
5. Determine our needs and willingness to develop our exceptional systems. Activities may include: a) develop a staff commitment statement for each campus and the district based on the idea of achievement for all students (post in front of school); b) develop a system to promote, enhance, and allow staff collaboration with main focus on student achievement; c) review our current data and develop a system of Smart Goals for student achievement; d) make sure TEKS/TEKSResource System are aligned and functional in all areas as our curriculum and standards; e) develop and/or review our system of assessments and review of the data; f) develop and/or review our structured response to intervention (RtI) pyramid for each campus with Levels 1, 2, and 3 (Tiers).
6. Develop a student commitment and family commitment statement (August through September): a) use a cross section of students and parents to help develop their statement based on the staff commitment statement; b) post in the front of schools; and c) have a single sheet with all three commitments on it--signed by each group--and give to parents at open house.
7. Begin to promote college readiness for all students (work through the fall and try to have ready to go in January): a) have each class adopt a four year university as their class university; b) develop information sheets to give the teacher information about their college to share with class; c) write letters to college announcing the adoption and asking for a school flag to post over door and anything else they are willing to send. Try to get them to adopt us back; d) have all staff post their diplomas in their classrooms/work areas and tell their classes their story of growing up and education; e) establish the idea of getting tickets to your future--HS graduation is your first ticket to your future, College graduation is your second ticket to your future; f) establish an awareness of each grade level of high school and college graduation (in four years); and g) attach a college spin to everything we do--weekly college day (wear college shirts each Thursday).
8. Add a component of Character Education at each campus based on Character Counts. a) have assemblies and time to offer character discussions and activities; b) put pillars established in the hallways; c) develop uniform procedures--take 20 days to teach them; and d) establish discipline referrals as character violations.
9. Establish a Parent University: a) courses offered by staff; b) use registration process--course description, targeted audience, registration, evaluation; and c) teach GED and ESL classes.

District Culture and Climate Strengths

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District Culture and Climate Needs

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Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The teaching staff of Highland Park ISD continues to strengthen skills through the use of innovative technologies, scientifically-based research, and best practices to improve instruction. The district will continue to provide high-quality, sustained, timely, and on-going professional development and opportunities for teacher collaboration of vertical and horizontal alignment through weekly collaboration meetings, before-and-after school trainings, and both online and summer trainings.

Other important staff factors include:

- ALL teaching staff meets the 100% highly qualified for both state and federal standards; We plan to continue to only hire highly qualified staff.
- The average years of experience for Highland Park ISD teachers of 11.3 years is a little higher than the State average of 11.2 years, but we gained a year which means most teachers were retained or replaced with equal or older experience.
- Teachers' average years of experience working in the Highland Park District is 5.9 years (State 7.6%).
- Professional staff for Highland Park is 64.6% (State 64.2%); Teachers 52.7% (State 51.0%); and Educational Aides is 10.6% (State 9.4%).

Staff Quality, Recruitment, and Retention Strengths

- 21.2% of Highland Park ISD's teaching staff have 11-20 years experience.
- 17.7% of HPISD's teaching staff have Masters degrees.
- 18.4% of HPISD's teaching staff have over 20 years experience.
- 25.2% of HPISD's teaching staff have 6-10 years experience, an increase over the 22.8% State average.
- 0.6% of teaching staff are beginning teachers, below the State average of 8.3%.
- Highland Park ISD has an experienced, totally highly qualified staff.
- 10.6% of our staff are paraprofessionals. Our paraprofessionals are 100% highly qualified.

Staff Quality, Recruitment, and Retention Needs

- Our 7.1% teacher turnover rate is down from 12.1%. This has been an improvement at HPISD over the last three years. Continuity and longevity are keys to success if you have high quality staff members.
- Being a suburban school district, Highland Park ISD must remain competitive with teacher salaries, benefits, etc. in order to attract and maintain a high quality, experienced workforce for our students.

- A high mobility rate due to economic difficulties for families often results in student withdrawal/enrollments at school.
- Needs assessment surveys, grade level and department team discussions, and teacher requests indicate a need for continued training in TEKSResource System, the student management system (TEExES), and innovative technology such as SMART Boards, IPADS etc.
- Through these venues, teachers need additional training in Instructional Delivery, RtI, GT, ESL strategies for ELPS, and 21st Century Skills.
- Math and Science teachers need additional support, intensive collaboration, and strengthened vertical alignment to improve indicators.
- Continue to use collaboration as a vehicle to enhance instruction and instruction methods that maximize student learning.
- Split curriculum director role in to two positions - one for secondary and the other for elementary to bring a sharper focus to instruction and curriculum.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Based upon the comprehensive needs assessment the district has seen improvement in the academic performance of our students. The district is not currently identified in need of improvement based upon state and federal guidelines. In order to maintain a high level of academic performance, district will be implementing the following activities to address both student academic progress and teacher professional growth. Some examples include:

- scientifically-based researched activities in TEKS Resource System to improve instruction in core areas;
- tutorials for struggling students;
- ACCESS (Academic Success in Math and Reading) classes for students who have not yet passed the state assessments;
- credit recovery;
- intensive and sustained professional development before school starts and throughout the year during collaboration and at other times;
- weekly collaboration to monitor student progress;
- to continually improve teaching and learning through the integration of technology in the classroom; and
- to improve parental and community involvement through scheduled activities throughout the year as listed on our website's Parent Portal and by inviting and encouraging parents and community members to serve on the District and Campus Educational Improvement Councils.
- participation in the two-year pilot of T-TESS and T-PES to focus on teacher and administrative professional growth.

Curriculum, Instruction, and Assessment Strengths

TEKS Resource System based upon the state's required curriculum of the Texas Essential Knowledge and Skills (TEKS) and other exemplar resources serve as the curriculum for the core content areas (K-12) of the district. Teachers are encouraged to use TEKS Resource System and other exemplars in order to assist them in teaching at increasing levels of rigor and depth in their instruction. Common assessments through TEKS Resource System and other assessments reviewed collaboratively by core teacher groups meeting on Thursdays of each 3 weeks continue to develop a strong assessment program throughout the district. Six weeks and semester tests serve as opportunities to identify areas for struggling students that require additional student support and intervention.

Teachers continue to work on interventions (RtI) and are working hard to bridge the achievement gap for all students. This common language and increasing awareness of the academic needs of our students continues to grow and to strengthen.

Curriculum, Instruction, and Assessment Needs

In working with the collaboration teacher groups, the district needs to continue improving the quality of instruction, and assessments for all areas in order to increase student performance. The state assessment system is more rigorous than past tests and will require changes and adjustments in teaching and learning in order for students to be successful. All subject areas must identify the needs of their core area and address them in a logical vertical and horizontal plan. This will be done through campus committees with the curriculum directors and principals as the leaders of this movement.

Family and Community Involvement

Family and Community Involvement Summary

Highland Park ISD believes in engaged parental and community involvement through a strong partnership with parents on 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, families, and community.

Through establishing and maintaining an effective, systemic, and comprehensive system for monitoring and evaluating parental and community involvement, the district 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 uses the district website, Facebook, Twitter, Remind 101, notes home and our txwire hotline to facilitate better communication and interaction among all stakeholders. Through the Parent Portal, parents have electronic, real-time access to their childrens' grades, attendance data, and also easy access for continued communication with their childrens' teachers. They can also report bullying and any other behavior directly to the school in a timely manner or via the website anonymously.

Highland Park ISD also enjoys a strong partnership with the Elementary PTO and Secondary Booster Clubs and seeks ways for continuous improvement. The district actively promotes Highland Park ISD through various venues and works with the local media to increase community awareness.

The CEIC (Campus Educational Improvement Council) meets regularly on the campuses to focus on improving instruction. A SHAC (School Health Advisory Council) continues development under Michelle Wall's leadership. Several parents have agreed to serve on this committee. The District Educational Improvement Council (DEIC) has been constructed to improve parental and community involvement with federal and special programs for the district in addition to other duties. These committees have strengthened and have improved a broader and deeper range of parents/families and community involvement for the district.

By continuing our partnership with Amarillo College for the Dual Degree and Dual Credit Programs, Highland Park ISD continues to increase community awareness of changing graduation, college/work readiness, and preparedness for all students. We had our first 4 dual degree graduates at the end of the 2012-13 school year. They graduated from AC three weeks prior to their HS graduation. The 2014 graduating class will have three graduates to finish with a degree from Amarillo College by the time of High School graduation.

54% of the HP graduates that continue to college go to AC.

The Parents as teachers Organization/Grant is doing a great job of meeting the needs of young families prior to children attending school.

Family and Community Involvement Needs

The district and campuses need to improve efforts to publicize scheduled meetings, events, and activities that will improve parent, family, and community involvement. Strategies are included within this section of the plan to improve these efforts.

The annual Fall Festival and Community Picnic are areas that can continue to improve our parental and community involvement for HPISD.

With a focus upon improved communication and collaboration with our parents and community through enhanced staff web pages, etc., the district and campuses need to provide more time for busy teachers to work on their individual pages with greater technology support. A suggestion from the committee includes using some of the collaboration time each month to work together with technology support in developing and improving the individual web pages on the district's website.

Several opportunities for tie-ins to the C2G/No Excuses University strand exist. These two committees need to work together to plan for success in both areas. Suggestions include: mentoring programs with professionals in the community and/or higher education representatives, parent/community GED or continuing education classes at HP, extended library and/or technology center times for community access, coordinate education and job fairs at the school for both students and community members, spotlight a profession each month and invite members of that profession to visit classes or offer a seminar in the evening to share information about pursuing a career in that field. The committee believes that these efforts will help HPISD to improve family and community involvement.

We would like to explore the possibility of extending library and/or technology center hours in the evenings and the summer.

Also, the district and especially the campuses need to focus on developing more strategies for opportunities where increasingly busy parents can easily access information concerning their children's education and provide means where partnerships with parents can be continually strengthened.

We also would like to continue to develop a stronger alumni support base by: creating an ex-student directory, having involvement activities as reunions and or past/present honors, and by communicating with the HP grads that remain in the Amarillo area.

District Context and Organization

District Context and Organization Summary

The TEC Sec.37.109 requires a school safety committee under the guidelines of the Texas School Safety Center. The district completes an assessment of each campus every three years. Each campus is posted Weapon-Free School Zone (Texas Penal Code Section 46.03), Tobacco-Free School Zone (Texas Penal Code Section 48.01), Alcohol-Free School Zone (Texas Education Code Section 37.125), Drug-Free School Zone (Texas Health & Safety Code Section 481.134), Gang-Free School Zone (Texas Education Code Section 37.110) and the information is included in the Student Handbook. The district has a multi-hazard emergency operation plan in compliance with the Texas School Safety Center.

This plan is being revised this year under the direction of our Police Chief. We will be looking to add a web-based component to the plan to add easier access by staff and first responders.

The district has a Campus Crisis management and Planning Team assigned to each campus. The counselors and the Police Department identify bullying, cyber-bullying, harassment, discipline problems, substance abuse, and dating violence and a policy for each is in place. Reports can be given through our webpage. All students were trained how to do this in the first of school.

Highland Park ISD is proactive regarding the prevention of criminal behavior, violence, and bullying by having different assemblies during the school year. All incidents are investigated. The district has consequences for student behavior causing these types of victimization.

The district is a member of Student Crime Stoppers and the Amarillo Area Crime Stoppers. All staff members are trained regarding suicide and suicide prevention.

The district has the D-F-Y-I-T Program led by the Police Chief and his committee which is a collaboration among parents, students, faculty, and the Highland Park ISD school community on substance abuse.

School Safety, Crisis Management and Planning, Dating Violence, Suicide Prevention, Bullying, Crime Prevention, Substance Abuse, etc. (i.e., Conflict Resolution, Violence Prevention, and Dyslexia Treatment Programs) TEC Section 11252.

District Context and Organization Strengths

The HPISD district and campuses are safe, well-maintained and have an armed police presence, cameras and controlled access in the buildings.

Students feel safe, accepted and comfortable in coming to school and learning.

District Context and Organization Needs

Need to continue to enhance our safety and planning systems.

Need to find the best option for a web-based crisis plan and then implement.

Additional training needs to be done to help improve staff's ability to respond in emergency.

Technology

Technology Summary

Highland Park ISD commits to encouraging all students and community members to become life-long learners. Essential to this vision is the development of the use of progressive 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 technology network 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 3rd -12th grade. We will be providing IPADS in smaller number and sets in Primary grades and each student will have one to use in the classroom in grades 3-5. Grades 6-7 will have 1 to 1 iPads. Grades 8-12 will continue with a laptop. 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 incorporate technology into instruction.

Technology Strengths

See separate technology plan for details.

Technology Needs

See separate technology plan for details.

Programs

Programs Summary

A comprehensive needs assessment of programs for Highland Park ISD completed in November 2014 shows that:

- The district is a Title I, State Compensatory, and Migrant Schoolwide District;
- HPISD has three campuses (Highland Park Elementary, Highland Park Middle School, and Highland Park High School) and serves 895 students (PreK-12).
- The district participates in Provision 2 of the National School Lunch Program for students who qualify for free and reduced lunch;
- Highland Park ISD is a single attendance area and the equitable distribution clause among campuses does not apply;
- The district received a "Superior Achievement" FIRST Rating for 2013-2014 (based on 2012-2013 data);
- All three campuses have received a "Met Standards" rating from the Texas Education Agency;
- All campuses are 100% Highly Qualified;
- State Assessment scores are located in the Student Performance section of the plan;
- The district provides supplemental compensatory education services (or SCE) for at-risk students to increase academic achievement and to upgrade the entire regular education program;
- Title I, Part C Migrant Education IDR (Identification and Recruitment), PFS (Priority for Services), and MEP (Migrant Education Plan) plans are located in the Appendix attached to this plan;
- The district uses IDEA, B funds to provide Special Education services to identified Special Education students;
- Highland Park ISD also participates in a Shared Service Arrangement (SSA) with Region 16 Education Service Center for CTE Carl Perkins Funds, Migrant Services, and TEXSHEP for the district's homeless student population;
- Initiatives that support student achievement include the following: TEKS Resource System with the use of the 5E Lesson Model; common assessments with performance indicators; weekly collaboration time for teachers; weekly character education for students through Character Counts!; Response to Intervention (RtI); Balanced Literacy (PK-5); technology integration in all classrooms; online courses; a credit recovery lab; an ISS/DAEP Program; daily tutorials; and summer school.

Programs Strengths

The strengths of programs for Highland Park ISD were determined to include:

- The use of DMAC software in data evaluation of state assessments and PGP (Personal Graduation Plans);
- More parents are accessing our student data management system and website to check on their students' academic progress;
- Continued one-to-one laptop/iPad initiative (Grades 6-12) and expansions of IPADS in Elementary;
- Use of Smartboard technology;

- Weekly collaboration time for teachers in attempts to fill student achievement gaps to improve teaching and learning; and
- Weekly character education for our students.

Programs Needs

The program needs for Highland Park ISD are:

- The development and use of common assessments in core content areas;
- Professional learning for all staff in best practices, differentiation, and other topics of interest;
- Improve targeted areas of mathematics, Special Education, and English language learners;
- More training for teachers and administrators in common assessments;
- More indepth training for teachers in technology integration in the classroom;
- Continued improvement in the areas of parental and community involvement; and
- To get out of School Improvement by improving all student achievement indicators.

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 2 - Student Progress
- 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
- Accountability Distinction Designations
- Federal Report Card 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local benchmark or common assessments data
- Student failure and/or retention rates

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
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: By 2014-15, all students will reach high standards, at a minimum attaining level II or better in reading/language arts, mathematics, science and social studies. (NCLB 1)

Performance Objective 1: All students taking state mandated tests will score passing(Level II) or better on all tests taken by the student.

Summative Evaluation: State Test results for each student.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) ESC 16 Curriculum specialists and our curriculum personnel will present curriculum related trainings and updates for all core area teachers as needed.	4	Principals Teacher Curriculum Coordinator	Core Collaborative Team Meetings / Teachers use of TEKS Resource System materials for planning, lessons and assessment.				
2) Administrators will review teachers' lesson plans & conduct regular classroom walk throughs.	2	Principals and Assistant Principals Curriculum Coordinators	Walkthroughs / Documentation Teachers using Fundamental 5 teaching methods Common assessment data				
3) Principals and curriculum coordinators will provide teacher feedback on lesson plans as needed.	2	Superintendent Principals	Documentation of Feedback				
4) Teachers will use tutorials, access classes,power hour, center time and intervention time to re-teach and reinforce core area TEKS as needed.	1, 2, 3, 9, 10	Teachers Principals Curriculum Coordinators	Student performance on state, common and other assessments.				
5) All instructional personnel will implement the Highland Park ISD curriculum and/or other exemplar resources and TEKS-based state curriculum for all instructional areas in order for all students to reach high standards on state assessments.	2, 9, 10	Teachers Principal Curriculum Coordinators	Quality lesson plans as approved by the principal or curriculum coordinators; improvement in student performance on state and local assessments.				
6) An intervention period will be provided within the school day, implementing strategies to close achievement gaps between student groups while increasing campus performance.	8, 9	Principals; Teachers	Students performance levels on state and local assessments will improve; number of students on the failure list will decrease.				
7) All students identified as Limited English Proficient will be served through the ESL program to enhance language learning and improve performance.	1, 3, 9, 10	ESL staff; Principals	LEP student performance on state and local assessments including TELPAS will improve.				
8) Teachers will integrate technology into classroom instruction to enhance learning as per the TEKS and District Technology Plan.	2, 3, 9, 10	Teachers; Technology Coordinator	Lesson plans showing use of technology; walkthrough data supporting use of technology				

9) Tutorials will be offered during the school day, before school and after school as needed to supplement instruction as needed.	3, 9, 10	Teachers; Principals	Students performance levels on state and local assessments will improve; number of students on the failure list will decrease.				
10) Implement a Head Start and Full day Pre-K Program for 3 and 4 year olds who qualify.	3, 7, 9, 10	Principal; ESC 16	Participating student's achievement records.				
11) Teacher collaboration time will be held each Thursday morning with a focus on improvement of teaching and teaching techniques for learning and developing co-curricular lessons.	4, 5, 10	Curriculum Directors Principals	Teachers will be using learned technologies and instructional techniques in their classrooms to improve instruction for learning.				
12) Teachers will embed critical thinking skills into their lessons to prepare students for real-world success.	1	Administrators	Quality lessons including critical thinking skills.				
13) High strategies (RtI) will be employed to strengthen instruction and to assist student mastery.	1	Teachers; Principals	High Yield strategies embedded in lesson plans.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: By 2014-15, all students will reach high standards, at a minimum attaining level II or better in reading/language arts, mathematics, science and social studies. (NCLB 1)

Performance Objective 2: 100% of all core areas will give common assessments aligned to TEKS and review student results for areas needing improvement. (8, TIA).

Summative Evaluation: Common Assessment Data/
Reteach lessons designed by teachers to address deficiencies

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Teachers will give common assessments in the core areas of Reading/ELA; Math; Science; and Social Studies (8, TIA).	8, 9, 10	Principals Teachers Curriculum Coordinators	Common Assessment Data State Test Results				
2) Curriculum assessments will be used to respond to individual student needs for RTI.	8, 9, 10	Teachers Principal Curriculum Coordinator	Plans outline RTI needs and strategies for individual students.				
3) Teachers will analyze TAPR, Common Assessments, state assessment results and any other student generated data to focus on specific objectives needed for individual student accelerated learning needs.	2, 8, 9, 10	Principals; Teachers, Curriculum Coordinators	DMAC reports showing performance and improvement needs; student performance on state and local assessments will improve.				
4) Teachers will review local assessment data each three weeks and communicate with students and parents any scores that place the student in danger of failing.	3, 8, 9	Teachers; Principals	Three week reports; parent contact information.				
5) Teachers will review all testing data for all students using DMAC.	8, 9	Teachers; Principals; Curriculum Coordinators	DMAC records of use by staff, follow-up interventions for students in need of assistance.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: By 2014-15, all students will reach high standards, at a minimum attaining level II or better in reading/language arts, mathematics, science and social studies. (NCLB 1)

Performance Objective 3: Student groups will show improvement in all student groups as measured by State Accountability in Reading/ELA; Writing; Mathematics; and Social Studies (2, RS; 8, TIA; 9, M).

Summative Evaluation: State Accountability Data Table; STARR Results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Every campus will develop SMART goals that reflects appropriate improvement for the school year.	2, 8, 10	CEIC Principals	T-TESS Teacher Self Report Part I,CIP				
2) Each campus will give teacher-generated common assessments each three weeks based on the essential content in the IFDs.	8	Principals Curriculum Coordinator	Assessments and Result Data				
3) Principals will bring results and discuss the actions being taken as the result of their campus's common assessments to their mid-year evaluations.	2, 8	Superintendent	Evaluation Documents				
4) All instructional staff will be trained in writing strategies including differentiation strategies to address modified assessments.	2, 8, 9, 10	Principals Sp. Ed Coordinator Teachers Curriculum Coordinator	Writing Assessment Data				
5) Administrator will monitor & analyze student data to determine appropriate assessments.	2, 8, 9, 10	Principals Sp. Ed Coordinator Teachers Curriculum Coordinator	Assessments and Result Data, System Safeguard Results.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: By 2014-15, all students will reach high standards, at a minimum attaining level II or better in reading/language arts, mathematics, science and social studies. (NCLB 1)

Performance Objective 4: All LEP students will improve proficiency on TELPAS (9, M).

Summative Evaluation: TELPAS Results; PBMAS

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) All Teachers will be trained in ESL strategies and ELPS.	4	Curriculum Coordinators Principals	Documentation of training				
2) Identified teachers will be trained in TELPAS.	2, 3, 4, 6	Principals and Counselors	Training Logs; Documentation				
3) A Special Education teacher will provide inclusion to Special Education students who are identified as ESL and LEP district-wide.	9	Special Education Director and Principals	Schedule; Log Sheets				
4) Implemented a teacher incentive program encouraging every teacher to obtain ESL certification.	4	Teachers; Administrators	Teachers are ESL certified.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: By 2014-15, all students will reach high standards, at a minimum attaining level II or better in reading/language arts, mathematics, science and social studies. (NCLB 1)

Performance Objective 5: Increase student participation in and completion of AP, Honors, and/or Dual Credit/Dual Degree courses (2, RS; 9, M).

Summative Evaluation: Course Enrollment and Completion; TAPR Reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Honors, AP and Dual Credit teachers will be trained in the teaching of their courses at the appropriate level of instruction.	4	Principals	Training Certificates				
2) AP teachers will develop and teach with approved College Board syllabi.	2, 4	Central Office	College Board Syllabi Roster				
3) Honors, AP and Dual Credit course material will be provided at parent meetings and to students before registration .	5	Principals and Counselors	Completed Materials				
4) Honors and AP teachers will develop syllabi, make available to students before registration, and post online.	2	Technology Department and Principals	Syllabi Submitted and Posted Online				
5) Highland Park High School will host a Dual Credit and AP Meeting for parents and students.	5	Principals and Counselors	Meeting Agendas and Rosters				
6) Implement provisions of HB 5 to increase student opportunities post secondary.	2, 10	Administration	Number of HB 5 endorsements offered to HPISD students.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: By 2014-15, all students will reach high standards, at a minimum attaining level II or better in reading/language arts, mathematics, science and social studies. (NCLB 1)

Performance Objective 6: Special Education students taking STAAR-Alternate 2 will show improvement and become proficient (4, PD).

Summative Evaluation: STAAR-Alternate 2 (STAAR-Alt2) Results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Special Education teachers will be trained in the new STAAR-Alt 2 modules.	4	Special Education Coordinator and Principals	Training Records				
2) Special Education staff will implement and administer STAAR-Alt 2 assessments as prescribed by the state.	6, 8	Special Education Coordinator and Principals	Principal Observations				
System Safeguard Strategies 3) Analyzing the process used to determine alternative assessments administered to students to avoid over representation of students taking STARR-Alt 2.	9	Principals; Special Education Staff	Meet System Safeguards				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: By 2014-15, all students will reach high standards, at a minimum attaining level II or better in reading/language arts, mathematics, science and social studies. (NCLB 1)

Performance Objective 7: At least 70% of Special Education students will master and/or gain proficiency in Reading/ELA in STAAR, or EOC; and at least 60% will master Math, in STAAR, or EOC (2, RS; 7, T; 8, TIA; 9, M).

Summative Evaluation: STAAR/EOCs/Results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) All Special Education teachers will take the online training in writing standards-based IEPs and participate in the one hour follow-up session or training.	4	Special Education Director and Principals	Training Records				
2) Special Education and general education teachers will be trained in allowable accommodations for STAAR/EOCs, STAAR-Alt 2 .	4	Special Education Coordinator and Principals	Training Records and Sign-In Sheets				
3) Students will master and/or gain proficiency in ELA and Mathematics STAAR and EOCs.	2, 7, 8, 9	Principals	Student Test Results				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: By 2014-15, all students will reach high standards, at a minimum attaining level II or better in reading/language arts, mathematics, science and social studies. (NCLB 1)

Performance Objective 8: Student participation in ACT and/or SAT will show improvement (2, RS; 5, PI; 8, TIA; 9, M).

Summative Evaluation: TAPR Reports; ACT/SAT School Reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Counselors will develop recruitment and advertising strategies.	5	Principals	Counselor Meeting Agendas				
2) Teachers will develop strategies to assist students preparing to take the SAT/ACT college entrance exams.	2, 5, 9	Principals and Counselors	District Student Results				
3) 8th grade student will be given the opportunity and encouraged to take the Explorer ACT		MS Counselor Principal	Number of students taking the exam and exam results.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: By 2014-15, all students will reach high standards, at a minimum attaining level II or better in reading/language arts, mathematics, science and social studies. (NCLB 1)

Performance Objective 9: The success rate for students attending Summer School in 2014-15 for remediation will show improvement (2, RS; 9, M).

Summative Evaluation: Summer School Grades

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) All campuses will provide summer school for identified at-risk students and those needing to pass state assessments.	2, 3, 9, 10	Principals	Attendance Logs/Student Results				
2) Students will increase their success rate in courses and assessments from remediation provided in summer school.	2, 9	Principals	Student Grades and Test Results				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Highland Park ISD will develop a culture of universal achievement for all students through a campus customized version of implementation of the No Excuses University, and a Commitment to Graduate (C2G) promoting high school graduation for all students. (NCLB Goal 5).

Performance Objective 1: Highland Park ISD will develop a culture of universal achievement for all students based on our campuses and district promoting the six exceptional systems outlined by a customized version of No Excuses University on each campus.

Summative Evaluation: District/Campus Improvement Plans/Increase in student performance on state mandated tests/Increase % of students continuing in post secondary education.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) All campuses will apply their customized version of No Excuses University.		Principals	NEU Application Submissions				
2) All campuses will continue to embrace the C2G strategies with Jostens and enhance them as they apply to our campuses and district.		Principals	Graduation Rate				
3) Each campus will have ongoing campus based events, strategies and activities that promote college readiness/preparedness.	6	Principals	Scheduled Events				
4) Staff will be provided professional development in high yield instruction strategies.	2, 3, 4	Principals; Curriculum Coordinators; ESC16 Staff	Lesson plans and lessons will reflect the use of these high yield strategies and advanced instructional techniques. Student performance on state and local assessments will improve.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Highland Park ISD will develop a culture of universal achievement for all students through a campus customized version of implementation of the No Excuses University, and a Commitment to Graduate (C2G) promoting high school graduation for all students. (NCLB Goal 5).

Performance Objective 2: All students will graduate from Highland Park High School with the ability to make choices about their future.

Summative Evaluation: Graduation rates of each class; % of students continuing in some form of post-secondary education, military or career.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Counselors will assist students in building their Personal Graduation Plan (PGP) and with correctly filling out applications for grants, scholarships and college entrance.	1, 9, 10	Counselors	Completion of PGP for students and various agendas and reports from events used to help communicate about college, etc.				
2) Counselors will meet with individual and groups of students to encourage students to take more rigorous courses for college and career preparation including dual credit and dual degree programs.		Principals; Counselors	Number of students on the recommended program for graduation will be maintained or increased. Number of capable students in dual credit and dual degree program will increase.				
3) Daily attendance will be monitored through parent contact according to district procedures.	1, 9	Asst. Principal Secretary	Attendance percentage will be maintained at 96% or better.				
4) HS Counselor will provide various meeting opportunities for parents and students to communicate high quality college and career readiness.	1, 6, 9	Counselor	List of programs offered by the counselor; attendance at these events; % of students continuing in post secondary education will increase.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Highland Park ISD will develop a culture of universal achievement for all students through a campus customized version of implementation of the No Excuses University, and a Commitment to Graduate (C2G) promoting high school graduation for all students. (NCLB Goal 5).

Performance Objective 3: HPISD will build relationships with the community, families, and students that promote the general welfare and success of the students enrolled in HPISD campuses.

Summative Evaluation: Results of an HPISD climate survey.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Provide an atmosphere for teaching and learning as a top priority.	1, 2	Administration and Staff	Survey results, student performance results.				
2) Provide opportunities for every student to succeed with all decisions based on putting students well-being first.	1, 2	Administration and Staff	Survey results, student performance results.				
3) Use disciplinary measures that teach students positive behaviors and attitudes rather than relying solely on punitive disciplinary actions.	1, 2	Administrators and Staff	Number of discipline referrals.				
4) Provide the support and encouragement for student success while decreasing failure.	1, 2	Administrators and Staff	Academic performance results and survey results.				
5) Create a working environment and culture that is valued and supported by all personnel by implementing activities that invest in building community and school relationships with district staff and students.	1, 2	Superintendent, Administration	Survey results.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: A highly qualified staff of professionals will be employed by the district, and work together to promote learning for all. (NCLB Goal 3).

Performance Objective 1: All academic core subject area classes will 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, HQ; 6, R/R).

Summative Evaluation: Highly Qualified Annual Compliance Report

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Each campus will develop campus goals and define high quality professional development activities as Title I campuses .	2, 4, 6	Principals; Curriculum Coordinators	Formative Review and Summative Evaluation Records in Campus Improvement Plans.				
2) Administer locally developed assessment exam, as needed, to ensure appropriate credentials for non-certified staff.	3	Principals; Special Education Coordinator; Curriculum Coordinators	100% of Paraprofessionals Meet Highly Qualified Requirements Before Employment.				
3) Campuses ensure that all instructional staff meet the NCLB Title I requirements for certification .	3, 4, 5	Superintendent and Principals	Professional Development and documentation as needed; personnel records will reflect 100% highly qualified.				
4) Attend job fairs, conduct interviews, and advertise vacancies in multiple sources to ensure the District recruits and hires applicants meeting HQ requirements in core subject areas .	3, 4, 5	Superintendent; Principals	100% of Applicants Available for Campus Interviews Meet HQ and Certification Requirements.				
5) Collaborate with Region 16 and Curriculum and Instruction Academic Support Services to ensure that HQ teachers for our Title I campuses are receiving high quality, research-based professional development in core subject areas.	3, 4, 5	Curriculum Coordinators; Principals	Audit of Professional Development Courses taken on Title I campuses by core subject area teachers. Records of professional development agendas and attendance documentation.				
6) Job openings will be posted as per policy to recruit HQ personnel.	3, 5	Superintendent; Business Manager; Principals	All applicants will be highly qualified prior to being hired at HP.				
7) Implement an ESL certification incentive plan that will encourage current teachers to get ESL certification	2, 3, 4	Superintendent Principals	Number of teachers with ESL certification will increase each year until we are 100% ESL certified.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: A highly qualified staff of professionals will be employed by the district, and work together to promote learning for all. (NCLB Goal 3).

Performance Objective 2: All Staff will receive high quality professional development aligned with District and Campus Improvement Plans (2, RS; 4, PD; 10, COORD).

Summative Evaluation: TSR Section 3; professional development learning will be demonstrated in the classrooms

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Professional development opportunities will be attended by all professional and nonprofessional staff for two Comp days based on the needs of the staff.	4	Superintendent;Technology Director;Principals; Curriculum Coordinators	Offerings, attendance documentation and implementation of learning in classrooms.				
2) Online professional development when possible will be provide to minimizing the time away from the classroom and/or office.	2, 4	Technology Director;Curriculum Directors	Offerings, monitoring of enrollment and certificates of completion.				
3) 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	Curriculum Coordinators Technology Director	Classroom Observations/Walkthroughs Lesson Plans/Assessment Data				
4) First Year Teacher Academy will include district initiatives and collaboration with Region 16.	3, 4, 6	Curriculum Coordinators;Superintendent Principals	Training Materials/Participant Feedback				
5) Ongoing professional development opportunities will be provided for each campus per requests as determined by their Comprehensive Needs Assessments and Reflective Teacher Survey.	3, 4	Curriculum Coordinators; Principals	Offerings/Sign-In Sheets/Participant Feedback/ Observation of learning in classroom.				
6) Professional development will be provided in August before school begins; including: First Year Teacher Academy, New Staff Orientation, etc.	2, 4	Curriculum Coordinators; Principals; Technology Director	Offerings/Sign-In Sheets/Participant Feedback/ Observation of learning in classroom.				
7) Teachers will be trained in ESL strategies and ELPS		Curriculum Coordinators; Principals	Offerings/Sign-In Sheets/Participant Feedback/ Observation of learning in classroom.				
8) Identified teachers will receive TELPAS training.	1, 2, 3, 4, 8, 9	Principals; Counselors	Offerings/Sign-In Sheets/Participant Feedback/ Use of TELPAS				
9) All teachers will be trained in Response to Intervention (RTI) model and will use intervention strategies to assist students prior to failing or testing.	3, 4, 5	Teachers;Principals;Curriculum Coordinators; Special Education Coordinator	Teachers will demonstrate use of the RTI model with their students and be able to document intervention strategies through lesson plans and lessons. The number of failures and referrals to special education will decrease.				
10) Teachers will be trained in Advanced Academic Services (GT) strategies.	4	Teachers;Principals;Curriculum Coordinators; Special Education Coordinator	Teachers will demonstrate use of GT strategies with their students as appropriate and be able to document strategies through lesson plans and lessons.				

11) All new staff will receive training on the bullying program that focuses on prevention, identification, and response to bullying.		Superintendent; Principals;Counselors	Teachers will demonstrate use of anti-bullying procedures and plan with their students as appropriate and be able to document strategies used prevent and/or stop bullying.				
12) All staff will receive training on early mental health intervention and suicide prevention that focuses on prevention, identification, and response to mental health issues and suicide.		Superintendent; Principals;Counselors	Teachers will demonstrate knowledge of early mental health intervention and suicide prevention plans and implement use with their students as appropriate and be able to document strategies used to prevent and/or manage mental health related issues.				
13) Teachers and Administrators will participate in staff development through collaboration related to The Fundamental 5 and Reflective Teacher.	2, 4, 10	Superintendent; Principals;Curriculum Coordinators;	Teachers will demonstrate use of strategies with their students as appropriate and be able to document strategies through lesson plans and lessons. Individual growth plans will be written based on the training.				
14) Based on the study of the Reflective teacher, each teacher will develop a T-TESS professional growth plan as the focus for their staff development.	2, 4, 10	Superintendent; Principals;Curriculum Coordinators;	Teachers will demonstrate use of strategies with their students as appropriate and be able to document strategies through lesson plans and lessons. Individual growth plans will be written based on the training.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: A highly qualified staff of professionals will be employed by the district, and work together to promote learning for all. (NCLB Goal 3).

Performance Objective 3: HPISD will maintain compliance with the No Child Left Behind (NCLB) Act related to Highly Qualified Status of Staff (10, COORD).

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Complete the Annual NCLB Compliance Reporting and submit it on or before the deadline each November.	10	Superintendent; Business Manager	Maintaining 100% HQ throughout the district.				
2) Obtain Principals' Attestations of HQ status for each campus at the beginning of each school year.	3	Programs Coordinators; Principals	Each Campus Submits the Attestation to Central Office by October 15 Each School Year (Update as Required).				
3) Provide Public Report on NCLB by annual deadline (Title I; 3, HQ).		Superintendent	Report Given to the Public as per law. Board Minutes/Website				
4) Provide support to first year teachers and their mentors (2, RS; 4, PD; 6, R/R).		Principals;Curriculum Coordinators	Stable or Increased Retention Rates for Teachers with Less than Five Years Experience. Feedback from Curriculum Coordinator and New Staff.				
5) Support the First Year Teacher Academy (4, PD).		Principals; Curriculum Coordinators	Academy offerings; use of learning in the classroom by new staff. Collaboration with Curriculum coordinator.				
6) Conduct campus visits and walkthroughs to support and answer questions for new hires and staff (3, HQ; 6, R/R).		Leadership Team	Walkthrough data used in enhance performance of new staff.				
7) Conduct New Employee Orientation and trainings in August of each year (3, HQ; 6, R/R).		Principals, Technology Director, Curriculum Coordinator; Superintendent	Training Materials/Attendance documentation/Certificates/ Feedback from attendees and trainers.				
8) Provide training on components of the Texas Behavior Support Initiative (TBSI) including Nonviolent Crisis Intervention (CPI) training for staff members who may have to restrain a Special Education student in the course of their duties. (IDEA, B; 4, PD).		Principals and Special Education Coordinator	Training Certification Issued by Region 16 ESC.				
9) Provide ongoing research-based staff development to retain highly qualified staff (4, PD; 6, R/R).		Principals;Curriculum Coordinators; Technology Director; Special Education Coordinator; Superintendent	HQ reports continue to remain at 100% HQ. Ongoing collaboration and feedback with staff.				

10) Attend and participate in job fairs to recruit and retain qualified candidates (6, R/R).		Superintendent	Number of HQ applicants from fairs increase and provide a strong pool for hiring of HQ staff.				
11) Advertise to applicants via HPISD communications and other mediums to encourage individuals to apply with HPISD (6, R/R)		Superintendent;Business Manager;Principals	Adequate pools of HQ applications submitted for targeted position.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Progressive and innovative technology will be integrated throughout the District to enhance student achievement. (NCLB Goal 1)

Performance Objective 1: Teachers will be trained in the use and integration of innovative technologies into the curriculum and classroom (4, PD).

Summative Evaluation: Walkthroughs/Lesson Plans/Classroom Demonstrations/Ongoing Trainings and Practice

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Teachers and instructional aides will be trained in the use of laptops and Ipads.		Technology Director	All staff who have laptops and Ipads will know how to use them and use the effectively.				
2) Teachers and instructional aides will learn how to integrate technology into classroom instruction through on-going staff development trainings offered by the technology department.		Technology Director	Increase in the number of teachers using integrated technology in the classroom on a daily basis with the goal being 100% usage.				
3) Implementation of technology in the district will continue as outlined in the separate District Technology Plan		Technology Director	Increase use of technology in all facets of district operations.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: All instructional personnel will establish challenging goals for all students including improving attendance and decreasing the dropout rate and will also provide effective feedback through assessments and a system of interventions for at-risk students (NCLB Goal 2).

Performance Objective 1: The annual dropout rate for Grades 7-8 will be 0% (2, RS; 9, M).

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Middle School Administrators and Counselor will develop an implementation plan to increase support systems for at-risk students (2, RS; 9, M).		Principals and Counselor	Meeting Minutes/At-Risk Student Folders				
2) Counselors will personally contact all students leaving HPISD without a request for records from another campus (9, M).		Principals	Counselor's Contact Logs				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: All instructional personnel will establish challenging goals for all students including improving attendance and decreasing the dropout rate and will also provide effective feedback through assessments and a system of interventions for at-risk students (NCLB Goal 2).

Performance Objective 2: The attendance rate for all students will continue to improve within each student group (2, RS; 9, M).

Summative Evaluation: TAPR Report; PEIMS

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Campus administrators will review attendance data by subgroups monthly and brainstorm strategies that can be implemented on campuses (2, RS; 9, M).		Principals	Campus Improvement Plans; PEIMS; AS400; AEIS Data				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: All instructional personnel will establish challenging goals for all students including improving attendance and decreasing the dropout rate and will also provide effective feedback through assessments and a system of interventions for at-risk students (NCLB Goal 2).

Performance Objective 3: Grades of students assigned to ISS/DAEP for extended days will improve to maintain passing (2, RS; 9, M).

Summative Evaluation: Student Grades

Strategy Description	TITLE I	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	Principal will collect 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/DAEP Teacher	Student grades assessed each week. Principals will contact campus teachers if grades are falling. DAEP teacher will then use the grade information to target his instruction with individual students.				
3) Students entering DAEP will sign an academic 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 6: All Highland Park ISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the District's goals (NCLB Goal 5).

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

Summative Evaluation: Parent Surveys

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) HPISD will assist parents as they develop, maintain, and improve the PTO for the elementary campus and/or Booster Clubs for secondary (5, PI).	6	Principals	PTO Charters; meeting minutes and attendance reports from staff.				
2) Increase the number of parents reviewing their children's grades and attendance using the online Parent Portal in TxEIS (5, PI).	6	Principals; Technology Director	Increased Number of Parent Logins.				
3) Provide a Meet the Teacher/Back to School Night. (5, PI).	6	Principals; Teachers	Attendance Count/Sign-In Sheets				
4) Improve the publicizing of District Educational Improvement Council meetings to encourage public attendance by using announcements added to top stories scrolling on district website, continue scheduling on district calendar on website, facebook and district app. to publicize the next meeting, etc. (2, RS; 5, PI; 10, COORD).	6	Superintendent; Technology Director	Website, etc. releases of information. Increased awareness of the meetings.				
5) Develop, use, and improve the Highland Park ISD District Website, Facebook, Twitter, District APP. and txtwires to foster and increase communications with parents and the community. (5, PI).	6	Technology Director; Superintendent; Principals	Increased usage and information available at all of the locations.				
6) Middle and High School Campuses will host an Electives, Honors, HB 5, Graduation Plans and Dual Credit/Degree Fair Presentation for parents. (5, PI).	6	Principals and Counselors	Calendar Schedules/Agendas/Attendance Records				
7) Develop correlations between the parent/community involvement and No Excuses University/C2G committees to plan for greater success in both areas.	6	Principals; Superintendent	Increased parent/community involvement at scheduled activities for HPISD				
8) Support the PTO in providing a Fall Festival each year.	6	Principals	Attendance/Community Support				
9) Staff develop and provide a Community Picnic each year.	6	Superintendent/Principals/Staff	Attendance/Participation				
10) Provide a breakfast and program for our Senior Citizens the first Friday of each month from September through May.	6	Superintendent	Attendance/Participation				
11) Provide a Veteran's Day Program for the community in honor of our veterans each year.	6	Principal NHS Sponsor	Attendance/Participation				

12) Continue to develop the Highland Park Education Foundation and increase support of school and community for the foundation.	6	Superintendent; Principals	Increased participation in fundraising and other events associated with the foundation.				
13) Campuses will continue to offer a variety of programs and events geared toward inviting parents and community to the school.	6	Principals	Attendance/Participation				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 7: A safe and orderly environment that is drug-free and conducive to learning will be maintained, supported, and continuously improved on by HPISD (NCLB Goal 4).

Performance Objective 1: Safety in the Workplace training will be provided to all staff during the school year (4, PD).

Summative Evaluation: Certificates of Completion
Implementation of Safety Strategies

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Safety/Health and Wellness in the Workplace training will be provided to staff during the school year (4, PD).		Central Office;Edwards Risk Management	Sign-In Sheets/Certificates				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 7: A safe and orderly environment that is drug-free and conducive to learning will be maintained, supported, and continuously improved on by HPISD (NCLB Goal 4).

Performance Objective 2: Training will be provided each six weeks for Harassment, Internet Safety, Dating Violence (Grades 7-12), Child abuse, Suicide, Depression, and Bullying to maintain a safe and orderly educational environment (Title IV, SDFS; 2, RS; 4, PD; 9, M).

Summative Evaluation: Certificates of Completion
Implementation of Strategies Learned

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Provide guidance lessons to students on each campus that teach freedom from harassment, Internet Safety, Dating Violence (Grades 7-12), and Bullying (2, RS; 9, M).		Principals, Counselors, Technology, and DYFIT Coordinator	Training Rosters/Activity Logs				
2) Provide guidance and/or emotional literacy trainings each six weeks (2, RS; 9, M).		Principals and Counselors	Training Rosters				
3) HPISD will provide training for cyber-bullying, bullying, and visual transmitted materials (sexting).		Principals/Counselors	3 year audit				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 7: A safe and orderly environment that is drug-free and conducive to learning will be maintained, supported, and continuously improved on by HPISD (NCLB Goal 4).

Performance Objective 3: 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: Certification Records

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Required trainings will be scheduled as needed (4, PD).		Principals; Nurse; Athletic Director	Certificates of Completion				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 7: A safe and orderly environment that is drug-free and conducive to learning will be maintained, supported, and continuously improved on by HPISD (NCLB Goal 4).

Performance Objective 4: HPISD will continue the use of our Anti-bullying Program

Summative Evaluation: Plan will be used by HPISD Staff

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) A written plan focused on the prevention, identification and response to bullying will be implemented at the school.		Superintendent; Principals	Written plan and implementation of plan.				
2) A Bully Reporting System will be accessed through our website so anyone can report bullying.		Superintendent; Technology Director	Bully Reporter on Website and being used to report bullying.				
3) All new staff will be trained in August about bullying and the implementation of the plan.		Superintendent; Principals	Plan trained and implemented effectively.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 8: HPISD will be accountable to all stakeholders of the district by providing the necessary resources and support for the efficient operation of Highland Park school facilities and programs. (NCLB, Goal 5; 10, COORD).

Performance Objective 1: HPISD will provide technology services required to implement District initiatives (2, RS; 10, COORD).

Summative Evaluation: Teacher/Administrator Feedback.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Continue to Monitor and upgrade hardware that supports the LAN/WAN infrastructure (10, COORD).		Technology Director	Reliability and Efficiency of Network Operations (Computer, Phone, etc.).				
2) Review, research, and evaluate financial and student information systems software and update as needed (10, COORD).		Technology Director	Board Presentations/Site Visit Information/Committee Meetings.				
3) Technology Department will provide technical assistance to all HPISD staff (10, COORD).		Technology Department	Track-It/Schedules/PowerSchool/RSCCC/etc.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 8: HPISD will be accountable to all stakeholders of the district by providing the necessary resources and support for the efficient operation of Highland Park school facilities and programs. (NCLB, Goal 5; 10, COORD).

Performance Objective 2: Continue to review, evaluate, and improve ISS/DAEP services (1, CNA; 2, RS).

Summative Evaluation: Records/Reports/Student Grades/Completion Rates

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Annually review, evaluate, and improve ISS/DAEP services to ensure student success (1, CNA).		Superintendent, Principals, and ISS/DAEP Teacher	Records/Reports/Student Grades/Completion Rates/AEIS				
2) develop a strategy and plan for better reporting between teachers, ISS/DAEP Director on student progress, grades, etc.		Asst. Principals	Action Plan implemented				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 8: HPISD will be accountable to all stakeholders of the district by providing the necessary resources and support for the efficient operation of Highland Park school facilities and programs. (NCLB, Goal 5; 10, COORD).

Performance Objective 3: HPISD will demonstrate efficient use of district resources and facilities.

Summative Evaluation: FIRST Rating

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	May
1) Present a balanced budget ensuring there is adequate funding for existing programs in the district.	10	Superintendent; Business Manager	Balanced budget with adequately funded programs.				
2) Maintain and improve all district facilities as required complete the execution of the long-range facilities plan.	10	Superintendent; Maintenance Director	Facilities kept modern and up to date.				
3) Investigate the costs associated with the air-conditioning of both gymnasiums.	1	Superintendent/School Board	A/C in Gyms				
4) Adjust the master schedule to maximize the use of district facilities.	10	Administration	Efficient master schedule.				
5) Commitment to continue excellent Fine Arts Programs.	1	Superintendent/Campus Administrators	Successful results in Fine Arts competitions.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
1	6	3	Analyzing the process used to determine alternative assessments administered to students to avoid over representation of students taking STARR-Alt 2.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6100	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$593,197.00
6100 Subtotal:		\$593,197.00
6200 Professional and Contracted Services		
6200	6216 Professional Services - Locally Defined	\$5,000.00
6200 Subtotal:		\$5,000.00
6300 Supplies and Services		
6300	6399 General Supplies	\$24,110.00
6300 Subtotal:		\$24,110.00
6400 Other Operating Costs		
6400	6411 Employee Travel	\$3,350.00
6400 Subtotal:		\$3,350.00

Title I

Schoolwide Program Plan

Our District'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 of our District Profile 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 district, 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 district since the inception of our schoolwide plan and where efforts should be concentrated for the school year.

The five steps that the district undertook throughout this process included:

1. Establishing the schoolwide planning team of our DEIC;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources; and
5. Analyzing our data.

Throughout the planning process, personnel identified student needs and interventions to address these needs; assessed the effectiveness of those interventions; and made revisions as needed. The planning of the DEIC was used as an organizational strategy to guide our program development, implementation, and evaluation. This systemic planning provided structure for school improvement and logical ways for school staff to think about the changes that need to be made in the district initially and throughout the life of our schoolwide program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The district's Comprehensive Needs Assessment identified specific gaps between the current status of our district 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 district 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 district.

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 in the district. Our goals of using TEKS Resource System and other exemplar resources; 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 one-to-one laptop initiative have all worked together to strengthen our core academic programs throughout the district.

3: Instruction by highly qualified professional teachers

Our district 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. Last year, all teachers in the district are highly qualified. This year all teachers are considered highly qualified. All other 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 provides ongoing, sustained professional development 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 an additional six hours of training for their Curriculum and Technology Comp. hours for November and February. All employees are aware of the district's goals and objectives within our schoolwide plan and are mindful in order to implement the goals on each 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 within our district; 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 DEIC process, and are making continuous efforts to engage our parents, families, and community members in the educational process for all of our children. Our website is more collaborative and informative for our parents, students, and Highland Park Community.

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

Our district clearly understands and supports the value of creating a coherent and seamless educational program for all at-risk students. Our Early Childhood PreSchool and Head Start Programs for young children provides a strong foundation for later academic success to prepare our children for school readiness. Our children are ready to learn to read, to write, and to problem solve when they start kindergarten because of the transitional strength of our preK programs. Our district will continue to provide the strongest start possible for our little ones 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 benchmark assessments, 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 State Accountability 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, STARR ACCESS classes, TEA Time, SSI, MDTs, before 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 district 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 district maximizes the impact of the resources available to carry out the schoolwide program for our district.

Addendums