

Highland Park Independent School District

District Improvement Plan

2017-2018



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 2016-2017, 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, R/R</u>	Recruitment/Retention	<u>6, PI</u>	Parent Involvement
<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: \$508,426

Total Comp Ed FTE's for HPISD = 9.11

Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on our 2017 Texas Academic Performance Report, our student groups consist of 3.3% African American, 36.6% Hispanic, 47.4% White, 1.3% American Indian, 8.5% Asian, 2.7% Two or More Races, and 62.3% Economically Disadvantaged. Limited English Proficient (LEP) are 6.9% (State 18.9%); Students with Disciplinary Placements (2015-2016) was 0.5%, and At-Risk students are 37.1% (State 50.3%). The Class of 2016 had 100% total graduates with 10.0% (State 7.2%) Special Education graduates. We had 51 or 85.0% graduate on the Recommended HS Program and 8 or 13.3% graduate on the Minimum HS Program.

For our teaching staff, there are 21.3% males (State 23.7%), 78.7% females (State 76.3%), and 15.6% are minority (State 49.1%). Staff includes: 0.0% African American (State 10.2%); 10.6% Hispanic (State 26.6%); 87.9% White (59.8%); and 1.5% Two or More Races (State 1.1%). Teachers: 77.7% Bachelors (State 74.5%); 22.3% Masters (State 23.6%); and 0.0% Doctorate (.6%)

We have 24.0% auxiliary staff (State 26.4%) and 120.2 total staff members. Professional staff percentage is 65.5% (State 64.0%).

Demographics Strengths

Our students and staff continue to be our greatest asset at Highland Park ISD. With the diverse student and staff population that we serve, we are proud that 85.0% of our students (including Special Education) graduate on the Recommended H.S. Program/DAP (State 78.5%) and 13.3% graduate on the Minimum H.S. Program (State 13.2%).

Problem Statements Identifying Demographics Needs

Problem Statement 1: The district has a high mobility rate as well as a high percentage of economically disadvantaged students. **Root Cause:** The high mobility rate is caused by the majority of housing in the district being rental property. This is a direct correlation to the income level of the families living in the district.

Student Academic Achievement

Student Academic 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 students 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 the TAPR (Texas Academic Performance Report). There are four indexes that measure accountability.

Index 1: Student Achievement The target was 60 and the district scored 77.

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

All Subjects 77%

Reading 77%

Mathematics 76%

Writing 62%

Science 86%

Social Stud. 81%

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% (22). We are met or exceeded progress on all campuses.

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 43 (28 was the state target). Once again all areas are $\geq 75\%$ or except for writing. Writing is 57% for Eco. Dis., 67% for white, 49% 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 74 and the target to score above the bottom 5th percentile (60)

Class of 2016 4 yr. graduation rate: All Students 100% ; Hispanic 100%, White 100%, Asian 100%, SpEd 100%

Annual Drop-out rate 9-12 for 2015-16 is All Students is 0.0%, White 0.0%, SpEd 0.0%

RHSP/DAP Graduates 2016: 85.0%

Highland Park ISD is beginning its eleventh year in the one-to-one laptop program in grades 6-12 and tablets in the elementary school in grades Pre-K -5. This initiative has helped to equip students to integrate technology skills of core academic subjects to become 21st century learners.

The attendance rate in 2015-16 was 96.4% and in the 2014-15 school year it was 96.2 % for the district.

Raw data from 2017 STAAR testing shows that we are needing work in all four core subject areas and at all levels of testing. It appears that Reading, Writing, Science and Math are the areas of need primarily on the elementary campus.

Student Academic Achievement Strengths

The strengths for Highland Park ISD in student achievement for 2017 include the following areas:

We met the standard on all 4 indexes and 40 out of 45 indicators related to system safeguards. The areas missed included: % of Special Education students taking alternative assessments, the % of Special Ed. students passing the reading and math assessments and writing scores among the Hispanic and Econ Dis sup-groups.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Student performance on the elementary reading, math and writing state assessments is below the regional and state average. **Root Cause:** The level of rigor in the instructional process and formative assessment do not correspond to the STAAR.

Problem Statement 2: SpEd student performance in all core curriculum areas is below the expected performance level on PBMAS **Root Cause:** SpEd students receive modified assignments and the majority are not exposed to all of the TEKS for the grade level and subject area.

District Processes & Programs

District Processes & Programs Summary

Based upon the comprehensive needs assessment the district has seen improvement in the academic performance of our students, especially related to growth. 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;
- 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 T-TESS and T-PESS to focus on teacher and administrative professional growth.

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 10.5 years is a little lower than the State average of 10.9 years.
- Teachers' average years of experience working in the Highland Park District is 6.1 years (State 7.2)
- Professional staff for Highland Park is 65.5% (State 64.0%); Teachers 53.7% (State 50.0%); and Educational Aides is 10.5% (State 9.6%).

District Processes & Programs 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. 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.

- 32.4% of Highland Park ISD's teaching staff have 11-20 years experience.
- 22.3% of HPISD's teaching staff have Masters degrees.
- 22.3% of HPISD's teaching staff have over 20 years experience.
- 24.8% of HPISD's teaching staff have 6-10 years experience, an increase over the 20.9% State average.
- 3.4% of teaching staff are beginning teachers, below the State average of 7.8%.
- Highland Park ISD has an experienced, totally highly qualified staff.
- 10.5% of our staff are paraprofessionals. Our paraprofessionals are also 100% highly qualified.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: In comparison to other schools with similar demographics, the district lacks number of key staff positions. **Root Cause:** Staff numbers were reduced to address a budget shortfall in the spring of 2016.

Problem Statement 2: Administrator starting salaries are low in comparison to teacher salaries. **Root Cause:** Teacher salaries are high compared to other schools with a similar enrollment and demographic.

Perceptions

Perceptions Summary

In 2016, the district attendance rate was 96.4% which indicates a student desire to be at school. Students feel safe and welcome in the school environment.

Leadership will use data to determine the needs of the district, the needs of our students, and be willing to change our approach to meet those needs for continued success.

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; 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).

Distribute student, parent and teacher commitment statements as a part of the School Parent Compact and give to parents at open house. Involve parents in the 4 year planning process for secondary students making collaborative decisions related to graduation plans, endorsements and post secondary readiness.

Promote college readiness for all students a) have each class adopt a four year university as their class university; b) establish an awareness for each grade level of high school and college graduation (in four years); and c) weekly college day (wear college shirts each Thursday).

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; and c) develop uniform procedures for teaching rules and expectations--take 20 days to teach them.

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.

The plan is revised annually under the direction of the 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 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 the district webpage. All students are 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.

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.

Perceptions Strengths

Distribute student, parent and teacher commitment statements as a part of the School Parent Compact and give to parents at open house. Involve parents in the 4 year planning process for secondary students making collaborative decisions related to graduation plans, endorsements and post secondary readiness.

Promote college readiness for all students a) have each class adopt a four year university as their class university; b) establish an awareness for each grade level of high school and college graduation (in four years); and c) weekly college day (wear college shirts each Thursday).

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; and c) develop uniform procedures for teaching rules and expectations--take 20 days to teach them.

The HPISD district and campuses are safe, well-maintained with interior and exterior camera surveillance and controlled access to the district buildings.

The district funds a position for Chief of Police as well as supporting the Defender Program with multiple armed staff members.

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The district must continue to operate on a reduced operating budget. **Root Cause:** This is due to recent over staffing and funding capital improvement projects in the general fund.

Problem Statement 2: Restricting access to the district's buildings is of paramount concern. **Root Cause:** The district is in close proximity to the Potter County jail, 2 state prison facilities, and the Pantex plant.

Problem Statement 3: Parental involvement and support for the academic program is limited. **Root Cause:** The community is not proximal to the school campus.

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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- 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) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment 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
- Special education 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.
- Section 504 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
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Highland Park ISD will achieve an accountability rating of Met Standard and make progress toward 100% student proficiency.















Performance Objective 1: In Spring 2018, all students taking state mandated tests will score passing (Level II) or better on all tests.

Evaluation Data Source(s) 1: State assessment results for all students and sub-populations.

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 7</p> <p>1) ESC 16 Curriculum specialists and principals will present curriculum related training in best practices and updates for all core area teachers as needed.</p>	4.0	Principals Teachers	<p>Implementation demonstrated: Core Collaborative Team Meetings; Teachers use of TEKS Resource System materials for planning and assessment.</p> <p>Impact demonstrated: walkthrough data and lesson plan quality checks reflecting implementation of best practices; student performance on local and state tests</p>				
Funding Sources: 255-Title IIA - \$0.00							
<p>Critical Success Factors CSF 1</p> <p>2) Administrators will review teachers' lesson plans & conduct regular classroom walk throughs.</p>	2.0	Principals Assistant Principals	<p>Implementation demonstrated: lesson plans monitored; Teachers using Fundamental 5 teaching methods</p> <p>Impact demonstrated: lesson plan quality checks; walkthrough documentation; Common assessment data</p>				
<p>Critical Success Factors CSF 1</p> <p>3) Principals will provide teacher feedback on lesson plans as needed.</p>	2.0	Superintendent Principals Assistant Principals	<p>Implementation demonstrated: lesson plan monitoring</p> <p>Impact demonstrated: Documentation of Feedback</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Teachers will use tutorials, access classes, power hour, target time and intervention time to re-teach and reinforce core area TEKS as needed.</p>	1.0, 2.0, 3.0, 9.0, 10.0	Teachers Principals	<p>Implementation demonstrated: lesson plans and teacher schedules reflect time dedicated to reinforcing TEKS</p> <p>Impact demonstrated: Student performance on state and local assessments.</p>				
Funding Sources: 199-SCE - \$0.00							

<p>Critical Success Factors CSF 1</p> <p>5) 100% of 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.</p>	2.0, 9.0, 10.0	Teachers Principals	<p>Implementation demonstrated: Quality lesson plans as approved by the principal</p> <p>Impact demonstrated: student performance on state and local assessments.</p>				
<p>Critical Success Factors CSF 4</p> <p>6) An intervention period will be provided within the school day, implementing strategies to close achievement gaps between student groups while increasing campus performance.</p>	2.0, 8.0, 9.0	Principals; Teachers	<p>Implementation demonstrated: master schedule; lesson plans reflecting best practice strategies</p> <p>Impact demonstrated: Students performance levels on state and local assessments; number of students on the failure list will decrease.</p>				
<p>Critical Success Factors CSF 1</p> <p>7) 100% of students identified as Limited English Proficient will be served through the ESL program to enhance language learning and improve performance.</p>	1.0, 3.0, 9.0, 10.0	ESL staff Principals	<p>Implementation demonstrated: lesson plans; review of instructional material</p> <p>Impact demonstrated: LEP student performance on state and local assessments including TELPAS</p>				
<p>Critical Success Factors CSF 1</p> <p>8) 100% of teachers will integrate technology into classroom instruction to enhance learning as per the TEKS and District Technology Plan.</p>	2.0, 3.0, 9.0, 10.0	Teachers Technology Coordinator Principals	<p>Implementation demonstrated: Lesson plans showing use of technology;</p> <p>Impact demonstrated: walkthrough data supporting use of technology</p>				
<p>Critical Success Factors CSF 4</p> <p>9) Tutorials will be offered during the school day, before school and after school as needed to supplement instruction as needed.</p>	2.0, 3.0, 9.0, 10.0	Teachers Principals	<p>Implementation demonstrated: lesson plan quality checks</p> <p>Impact demonstrated: Students performance levels on state and local assessments; number of students on the failure list will decrease.</p>				
Funding Sources: 199-SCE - \$0.00							
<p>Critical Success Factors CSF 1</p> <p>10) Implement a Full day Pre-K Program for all 4 year olds.</p>	3.0, 7.0, 9.0, 10.0	Principal; ESC 16 support staff	<p>Implementation demonstrated: master schedule; program records</p> <p>Impact demonstrated: Participating student's achievement records</p>				
<p>Critical Success Factors CSF 4 CSF 7</p> <p>11) Teacher collaboration time will be held each week with a focus on research-based strategies for improvement of teaching and collaborative planning to develop co-curricular lessons.</p>	4.0, 5.0, 10.0	Principals	<p>Implementation demonstrated: lesson plan quality checks; training documentation</p> <p>Impact demonstrated: Walk-through data; student performance on local and state assessments</p>				

<p>Critical Success Factors CSF 1</p> <p>12) 100% of teachers will embed critical thinking skills into their lessons to prepare students for real-world success.</p>	1.0, 2.0	Administrators	<p>Implementation demonstrated: Quality lessons including critical thinking skills</p> <p>Impact demonstrated: student performance on local and state assessments</p>				
<p>Critical Success Factors CSF 1</p> <p>13) High-yield strategies (RtI) will be employed to strengthen instruction and to assist student mastery.</p>	1.0, 2.0, 9.0	Teachers Principals	<p>Implementation demonstrated: High Yield strategies embedded in lesson plans</p> <p>Impact demonstrated: student performance on local and state assessments</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Highland Park ISD will achieve an accountability rating of Met Standard and make progress toward 100% student proficiency.

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

Evaluation Data Source(s) 2: Assessment Data/
Reteach lessons designed by teachers to address deficiencies

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Teachers will give formative assessments in the core areas of Reading/ELA; Math; Science; and Social Studies (8, TIA).</p>	8.0, 9.0, 10.0	Principals Teachers	<p>Implementation demonstrated: lesson plans monitored; assessments submitted to and monitored by principals</p> <p>Impact demonstrated: Assessment Data; State Test Results</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Curriculum assessments will be used to respond to individual student needs for RTI.</p>	8.0, 9.0, 10.0	Teachers Principal	<p>Implementation demonstrated: Lesson plans outline RTI needs and strategies for individual students;</p> <p>Impact demonstrated: improved student performance</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Teachers will analyze TAPR, local assessments, state assessment results and any other student generated data to focus on specific objectives needed for individual student accelerated learning needs.</p>	2.0, 8.0, 9.0, 10.0	Principals Teachers	<p>Implementation demonstrated: teacher documentation; Rtl folder data</p> <p>Impact demonstrated: DMAC reports showing performance and improvement needs; student performance on state and local assessments</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>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.</p>	3.0, 6.0, 8.0, 9.0	Teachers Principals	<p>Implementation demonstrated: Three week reports; parent contact information</p> <p>Impact demonstrated: student performance on classroom work and local and state assessments</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Teachers will review all testing data for all students using DMAC.</p>	8.0, 9.0	Teachers Principals	<p>Implementation demonstrated: DMAC records of use by staff; interventions for students in need of assistance</p> <p>Impact demonstrated: student performance on classroom work and local and state assessments</p>				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: Highland Park ISD will achieve an accountability rating of Met Standard and make progress toward 100% student proficiency.

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

Evaluation Data Source(s) 3: State Accountability Data Table; STAAR Results

Summative Evaluation 3:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) The elementary, middle school, and high school campuses will develop SMART goals that reflect appropriate improvement for the school year.	2.0, 8.0, 10.0	CEIC Principals	Implementation demonstrated: SMART Goals kept by principals and reviewed throughout the year; Impact demonstrated: T-TESS Teacher Self Report Part I, CIP for each campus				
Critical Success Factors CSF 2 2) The elementary, middle school, and high school campus will each give teacher-generated assessments each three weeks based on the essential content in the IFDs.	8.0	Principals Teachers	Implementation demonstrated: Assessments quality checked; Impact demonstrated: Assessment Result Data				
Critical Success Factors CSF 2 3) Principals from each campus will bring results and discuss the actions being taken as the result of their campus's assessments to their mid-year evaluations.	2.0, 8.0	Superintendent Principals	Implementation demonstrated: Campus SMART Goals and assessment data disaggregation Impact demonstrated: Evaluation Documents				
Critical Success Factors CSF 7 4) 100% of instructional staff will be trained in writing strategies including differentiation strategies to address modified assessments.	2.0, 8.0, 9.0, 10.0	Principals Sp. Ed Director Teachers	Implementation demonstrated: training documentation; lesson plan quality checks Impact demonstrated: Writing Assessment Data				
Critical Success Factors CSF 1 CSF 2 5) Campus administrators will monitor & analyze student data to determine appropriate assessments.	2.0, 8.0, 9.0, 10.0	Principals Sp. Ed Coordinator Teachers	Implementation demonstrated: data disaggregation documentation; Impact demonstrated: Assessments and Result Data; System Safeguard Results.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Highland Park ISD will achieve an accountability rating of Met Standard and make progress toward 100% student proficiency.

Performance Objective 4: 100% of LEP students will improve proficiency on TELPAS (9, M).

Evaluation Data Source(s) 4: TELPAS Results; PBMAS Reports

Summative Evaluation 4:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
Critical Success Factors CSF 7 1) 100% of teachers will be trained in ESL strategies and ELPS.	4.0	Superintendent Principals	Implementation demonstrated: training documentation; Impact demonstrated: assessment data; increased student achievement in classroom instruction	✓	✓	✓	✓
Funding Sources: 255-Title IIA - \$0.00							
Critical Success Factors CSF 7 2) Identified teachers will be trained in TELPAS.	2.0, 3.0, 4.0, 6.0	Principals Counselors	Implementation demonstrated: Training documentation; Impact demonstrated: successful administration of TELPAS	✓	✓	✓	✓
3) Identified Special Education teachers will provide inclusion to Special Education students who are identified as ESL and LEP district-wide.	9.0	Special Education Director Principals	Implementation demonstrated: Schedule; Log Sheets Impact demonstrated: increased student achievement for ESL/LEP students	🟡	🟡	🟡	➔
Critical Success Factors CSF 7 4) All core teachers are required to obtain ESL certification within one year of service.	4.0	Teachers Superintendent Principals	Implementation demonstrated: teachers attend ESL trainings and seek certification Impact demonstrated: Teachers are ESL certified.	🟡	🟡	🟡	➔
✓ = Accomplished ➔ = Continue/Modify 🟡 = Considerable 🟠 = Some Progress ⬜ = No Progress ✗ = Discontinue							

Goal 1: Highland Park ISD will achieve an accountability rating of Met Standard and make progress toward 100% student proficiency.

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

Evaluation Data Source(s) 5: Course Enrollment and Completion; TAPR Reports

Summative Evaluation 5:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 7</p> <p>1) Honors, AP and Dual Credit teachers will be trained in the teaching of their courses at the appropriate level of instruction.</p>	4.0, 5.0	Principals	<p>Implementation demonstrated: Training documentation;</p> <p>Impact demonstrated: increased student achievement</p>				
<p>Critical Success Factors CSF 1</p> <p>2) AP teachers will develop and teach with approved College Board syllabi.</p>	2.0, 4.0	High School Principal	<p>Implementation demonstrated: College Board Syllabi submitted to Curriculum Coordinator;</p> <p>Impact demonstrated: Syllabi will be followed, as documented by lesson plans</p>				
<p>Critical Success Factors CSF 5</p> <p>3) Honors, AP and Dual Credit course material will be provided at parent meetings and to students before registration .</p>	6.0	Principals Counselors	<p>Implementation demonstrated: parent meeting and registration documentation</p> <p>Impact demonstrated: increased parent/teacher interaction and parent class support</p>				
<p>4) Honors and AP teachers will develop syllabi, make available to students before registration, and post online.</p>	2.0	Technology Department Principals	<p>Implementation demonstrated: Syllabi Submitted and Posted Online;</p> <p>Impact demonstrated: increased student awareness of course requirements</p>				
<p>Critical Success Factors CSF 5</p> <p>5) Highland Park High School will host a Dual Credit and AP Meeting for parents and students.</p>	6.0	Principals Counselors	<p>Implementation demonstrated: Meeting documentation;</p> <p>Impact demonstrated: increased student and parent awareness of course requirements</p>				
<p>Critical Success Factors CSF 1</p> <p>6) Implement provisions of HB 5 to increase student opportunities post secondary.</p>	2.0, 10.0	Principals Counselors Teachers	<p>Implementation demonstrated: master schedule;</p> <p>Impact demonstrated: Number of HB 5 endorsements offered to HPISD students.</p>				







 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: Highland Park ISD will achieve an accountability rating of Met Standard and make progress toward 100% student proficiency.

Performance Objective 6: Special Education students taking alternative assessments will show improvement and become proficient in order to reduce the number of students taking alternative assessments (4, PD).

Evaluation Data Source(s) 6: STAAR-A, STAAR-Alternate 2 Results

Summative Evaluation 6:







Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 7</p> <p>1) Required Special Education teachers will be trained in the new STAAR-Alt modules.</p>	4.0	Special Education Coordinator Principals	<p>Implementation demonstrated: training documentation;</p> <p>Impact demonstrated: lesson plans quality checked for STAAR-Alt strategies; administrator walk-through observation & documentation</p>	✓	✓	✓	✓
<p>2) Identified Special Education staff will implement and administer STAAR-Alt assessments as prescribed by the state.</p>	5.0, 8.0	Special Education Coordinator Principals	<p>Implementation demonstrated: test administration documentation;</p> <p>Impact demonstrated: Principal Observations</p>	✓	✓	✓	✓
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>3) Analyze the process used to determine alternative assessments administered to students to avoid over-representation of students taking STAAR-A or STAAR-Alt 2.</p>	8.0, 9.0	Principals Special Education Coordinator Special Education Staff	<p>Implementation demonstrated: assessment analysis documentation</p> <p>Impact demonstrated: Meet System Safeguards</p>	🟡	🟡	🟡	➔
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Highland Park ISD will achieve an accountability rating of Met Standard and make progress toward 100% student proficiency.

Performance Objective 7: At least 75% of Special Education students will master and/or perform at a proficient level in Reading/ELA and Math, on STAAR, or EOC (2, RS; 7, T; 8, TIA; 9, M).

Evaluation Data Source(s) 7: STAAR/EOC Results

Summative Evaluation 7:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 7</p> <p>1) Appropriate Special Education personnel will take the online training in writing standards-based IEPs and participate in the one hour follow-up session or training.</p>	4.0	Special Education Coordinator Principals	Implementation demonstrated: training documentation; Impact demonstrated: walk-through documentation and IEPs	✓	✓	✓	✓
<p>Critical Success Factors CSF 7</p> <p>2) Identified Special Education and general education teachers will be trained in allowable accommodations for STAAR/EOCs, STAAR-Alt.</p>	4.0	Special Education Coordinator Principals	Implementation demonstrated: training documentation; Impact demonstrated: IEPs & lesson plans written to reflect allowable accommodations	✓	✓	✓	✓
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>3) 75% of SpEd students will master and/or perform at a proficient level on all content areas of the state assessments.</p>	2.0, 7.0, 8.0, 9.0	Principals SpEd Director Teachers	Implementation demonstrated: students will prepare for and take appropriate exams Impact demonstrated: Student Test Results Accountability Ratings System Safeguards PBMAS Reports	🟡	🟡	🟡	➔
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Highland Park ISD will achieve an accountability rating of Met Standard and make progress toward 100% student proficiency.

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

Evaluation Data Source(s) 8: TAPR Reports; ACT/SAT School Reports

Summative Evaluation 8:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 1</p> <p>1) Counselors will develop recruitment and advertising strategies.</p>	2.0, 9.0	Principals Counselors	<p>Implementation demonstrated: Counselor Meeting documentation</p> <p>Impact demonstrated: number of students taking ACT/SAT will increase</p>				
<p>Critical Success Factors CSF 4</p> <p>2) Designated teachers will develop strategies to assist students preparing to take the SAT/ACT college entrance exams.</p>	2.0, 9.0	Principals Counselors	<p>Implementation demonstrated: schedules reflecting additional prep sessions; lesson plans reflecting test strategy prep</p> <p>Impact demonstrated: District Student Results</p>				
<p>Critical Success Factors CSF 1</p> <p>3) 8th grade students will be given the opportunity and encouraged to take the PSAT</p>	2.0	Counselor Principal	<p>Implementation demonstrated: Number of students taking the exam</p> <p>Impact demonstrated: exam results</p>				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 1: Highland Park ISD will achieve an accountability rating of Met Standard and make progress toward 100% student proficiency.

Performance Objective 9: The success rate for students attending Summer School in 2017-18 for remediation will show improvement (2, RS; 9, M).

Evaluation Data Source(s) 9: Summer School Grades

Summative Evaluation 9:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 2 CSF 4</p> <p>1) 100% of campuses will provide summer school for identified at-risk students and those needing to pass state assessments.</p>	2.0, 3.0, 9.0, 10.0	Principals	<p>Implementation demonstrated: Attendance documentation</p> <p>Impact demonstrated: Student Results</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Students will increase their success rate in courses and assessments from remediation provided in summer school.</p>	2.0, 9.0	Principals	<p>Implementation demonstrated: summer school attendance documentation</p> <p>Impact demonstrated: Student Grades and Test Results</p>				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 2: Highland Park ISD will develop a universal culture of achievement for all students by providing engaging curriculum and instruction, appropriate interventions and consistently promoting college, career and military readiness 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.

Evaluation Data Source(s) 1: District/Campus Improvement Plans/Increase in student performance on state mandated tests/Increase % of students continuing in post secondary education.

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 6</p> <p>1) 100% of campuses will apply their customized version of No Excuses University.</p>	2.0	Principals	<p>Implementation demonstrated: campus level activities supporting NEU</p> <p>Impact demonstrated: NEU Application Submissions</p>				
<p>Critical Success Factors CSF 6</p> <p>2) 100% of campuses will continue to embrace the C2G strategies with Jostens and enhance them as they apply to our campuses and district.</p>	2.0	Principals	<p>Implementation demonstrated: campus activities supporting C2G</p> <p>Impact demonstrated: Graduation Rate</p>				
<p>Critical Success Factors CSF 6</p> <p>3) Each campus will have ongoing campus based events, strategies and activities that promote college readiness/preparedness.</p>	6.0	Principals	<p>Implementation demonstrated: event documentation;</p> <p>Impact demonstrated: graduates attend post secondary institutions for degrees/certificates</p>				
<p>Critical Success Factors CSF 7</p> <p>4) 100% of staff will be provided professional development in high yield instruction strategies.</p>	2.0, 3.0, 4.0	Principals ESC16 Staff	<p>Implementation demonstrated: training documentation;</p> <p>Impact demonstrated: 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.</p>				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 2: Highland Park ISD will develop a universal culture of achievement for all students by providing engaging curriculum and instruction, appropriate interventions and consistently promoting college, career and military readiness for all students. (NCLB Goal 5).

Performance Objective 2: 100% of students who graduate from Highland Park High School will have the ability to make informed choices about their future.

Evaluation Data Source(s) 2: Graduation rates of each class; % of students continuing in some form of post-secondary education, military or career.

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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.	1.0, 9.0, 10.0	Counselors	Implementation demonstrated: documentation from events used to help communicate about college, etc. Impact demonstrated: Completion of PGP for students				
2) Counselors will meet with individuals and groups of students to encourage students to take more rigorous courses for college and career preparation, including dual credit and dual degree programs.	1.0, 10.0	Principals Counselors	Implementation demonstrated: meeting documentation Impact demonstrated: 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.				
Critical Success Factors CSF 6 3) Daily attendance will be monitored through parent contact according to district procedures.	1.0, 9.0	Asst. Principal Secretary Principals	Implementation demonstrated: attendance logs Impact demonstrated: Attendance percentage will be maintained at 96% or better.				
Critical Success Factors CSF 5 CSF 6 4) HS Counselor will provide various meeting opportunities for parents and students to communicate high quality college and career readiness.	1.0, 6.0, 9.0	Counselor	Implementation demonstrated: meeting documentation; Impact demonstrated: List of programs offered by the counselor; attendance at these events; % of students continuing in post secondary education will increase.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Highland Park ISD will develop a universal culture of achievement for all students by providing engaging curriculum and instruction, appropriate interventions and consistently promoting college, career and military readiness 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.

Evaluation Data Source(s) 3: Results of an HPISD climate survey.

Summative Evaluation 3:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Provide an atmosphere for teaching and learning as a top priority.</p>	1.0, 2.0	Administration Staff	<p>Implementation demonstrated: facilities upkeep; professional development documentation; master schedule; lesson plan quality checks; teacher collaboration schedule</p> <p>Impact demonstrated: Survey results, student performance results.</p>				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Provide opportunities for every student to succeed with all decisions based on putting students' well-being first.</p>	1.0, 2.0	Administration Staff	<p>Implementation demonstrated: documentation of opportunities</p> <p>Impact demonstrated: Survey results, student performance results</p>				
<p>Critical Success Factors CSF 6</p> <p>3) Use disciplinary measures that teach students positive behaviors and attitudes rather than relying solely on punitive disciplinary actions.</p>	1.0, 2.0	Administrators Staff	<p>Implementation demonstrated: student and teacher training/meetings on discipline expectations & consequences documentation; student handbooks</p> <p>Impact demonstrated: Number of discipline referrals will remain steady or decrease</p>				
<p>Critical Success Factors CSF 1</p> <p>4) Provide the support and encouragement for student success while decreasing failure.</p>	1.0, 2.0, 9.0	Administrators Staff	<p>Implementation demonstrated: Rtl and tutorials documentation</p> <p>Impact demonstrated: Academic performance results and survey results.</p>				
<p>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.</p>	1.0, 2.0	Superintendent Principals	<p>Implementation demonstrated: event documentation;</p> <p>Impact demonstrated: Survey results</p>				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 2: Highland Park ISD will develop a universal culture of achievement for all students by providing engaging curriculum and instruction, appropriate interventions and consistently promoting college, career and military readiness for all students. (NCLB Goal 5).

Performance Objective 4: Highland Park ISD will ensure the most appropriate learning environment for all students based on their individual needs.

Evaluation Data Source(s) 4: State Accountability
 PBMAS
 System Safeguards

Summative Evaluation 4:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 2</p> <p>1) The ARD committee will make placement decisions in the Least Restrictive Environment for each SpEd student based on their individual needs and abilities.</p>	1.0, 9.0, 10.0	Principals Special Ed Director Special Ed Staff Teachers	SpEd students will be placed in the mainstream classroom for a higher percentage of time. SpEd student schedules will reflect less self contained resource time as appropriate.				
<p>Critical Success Factors CSF 2</p> <p>2) Current Special Ed enrollment will be reviewed to determine appropriate placement. ARD committee will review individual student information to determine eligibility.</p>	1.0, 9.0, 10.0	Principals Special Ed Director Special Ed Staff Teachers	The representation of Hispanic students in Special Ed will be reduced when compared to total Special Ed enrollment.				

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 = Continue/Modify
 = Considerable
 = Some Progress
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 = Discontinue

Goal 3: Highland Park ISD will provide a high quality staff of professionals and support staff who work together to promote learning for all students. (NCLB Goal 3).

Performance Objective 1: 100% of academic core subject area classes will be taught by highly qualified teachers and paraprofessionals, in compliance with federal and state guidelines (3, HQ; 6, R/R).

Evaluation Data Source(s) 1: Highly Qualified Annual Compliance Report
Teacher Certification Information

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 3 CSF 7</p> <p>1) 100% of campuses will develop campus goals and define high quality professional development activities as Title I campuses .</p>	2.0, 4.0, 5.0	Principals	<p>Implementation demonstrated: development of campus goals</p> <p>Impact demonstrated: Formative Review and Summative Evaluation Records in Campus Improvement Plans.</p>				
<p>Critical Success Factors CSF 3 CSF 7</p> <p>2) Administer locally developed assessment exams, as needed, to ensure appropriate credentials for non-certified staff.</p>	3.0	Principals Special Education Director	<p>Implementation demonstrated: development of local exams, if needed</p> <p>Impact demonstrated: 100% of Paraprofessionals Meet Highly Qualified Requirements</p>				
<p>Critical Success Factors CSF 7</p> <p>3) 100% of campuses ensure that all instructional staff meet the requirements for certification.</p>	3.0, 4.0, 5.0	Superintendent Principals	<p>Implementation demonstrated: Professional Development documentation;</p> <p>Impact demonstrated: personnel records will reflect 100% highly qualified.</p>				
<p>Critical Success Factors CSF 7</p> <p>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 .</p>	3.0, 4.0, 5.0	Superintendent Principals	<p>Implementation demonstrated: job fair documentation; employment postings;</p> <p>Impact demonstrated: 100% of Applicants Available for Campus Interviews Meet HQ and Certification Requirements.</p>				

<p align="center">Critical Success Factors CSF 7</p> <p>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.</p>	3.0, 4.0, 5.0	Principals	<p>Implementation demonstrated: Records of professional development agendas and attendance documentation.</p> <p>Impact demonstrated: Audit of Professional Development Courses taken on Title I campuses by core subject area teachers.</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>6) Job openings will be posted as per policy to recruit HQ personnel.</p>	3.0, 5.0	Superintendent Business Manager Principals	<p>Implementation demonstrated: job postings; personnel policy</p> <p>Impact demonstrated: All applicants will be highly qualified prior to being hired at HP.</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>7) Implement an ESL certification incentive plan that will encourage current teachers to get ESL certification</p>	2.0, 3.0, 4.0	Superintendent Principals	<p>Implementation demonstrated: ESL certification plan detailing expectations</p> <p>Impact demonstrated: Number of teachers with ESL certification will increase each year until we are 100% ESL certified.</p>				
<p align="center"> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 3: Highland Park ISD will provide a high quality staff of professionals and support staff who work together to promote learning for all students. (NCLB Goal 3).

Performance Objective 2: 100% of Educational Staff will receive high quality professional development aligned with District and Campus Improvement Plans (2, RS; 4, PD; 10, COORD).

Evaluation Data Source(s) 2: TTESS appraisal documentation; professional development learning will be demonstrated in the classrooms and documented during walk-throughs

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 7</p> <p>1) Professional development opportunities will be attended by 100% of professional and nonprofessional instructional staff.</p>	4.0	Superintendent Technology Director Principals	<p>Implementation demonstrated: professional development certificates kept on file</p> <p>Impact demonstrated: implementation of learning in classrooms. as documented in lesson plans and during walk-throughs</p>				
<p>Critical Success Factors CSF 7</p> <p>2) Online professional development will be provided, when possible, to minimize the time away from the classroom and/or office.</p>	2.0, 4.0	Technology Director Principals	<p>Implementation demonstrated: monitoring of enrollment and certificates of completion</p> <p>Impact demonstrated: walk-through documentation</p>				
<p>Critical Success Factors CSF 7</p> <p>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 .</p>	4.0	Principals Technology Director	<p>Implementation demonstrated: professional development documentation</p> <p>Impact demonstrated: Classroom Observations; Walkthroughs; Lesson Plans; Assessment Data</p>				
<p>Critical Success Factors CSF 7</p> <p>4) First Year Teacher Academy will include district initiatives and collaboration with Region 16.</p>	3.0, 4.0, 5.0	Superintendent Principals	<p>Implementation demonstrated: Training Materials</p> <p>Impact demonstrated: Participant Feedback</p>				

<p>Critical Success Factors CSF 7</p> <p>5) Ongoing professional development opportunities will be provided for each campus per requests as determined by their Comprehensive Needs Assessments and Reflective Teacher Survey.</p>	1.0, 3.0, 4.0	Principals Teachers	<p>Implementation demonstrated: professional development documentation</p> <p>Impact demonstrated: Participant Feedback; Observation of learning in classroom.</p>				
<p>Critical Success Factors CSF 7</p> <p>6) Professional development will be provided in August before school begins; including: First Year Teacher Academy, New Staff Orientation, etc.</p>	2.0, 4.0	Principals Technology Director	<p>Implementation demonstrated: professional development documentation</p> <p>Impact demonstrated: Participant Feedback; Observation of learning in classroom.</p>				
<p>Critical Success Factors CSF 7</p> <p>7) Teachers will be trained in ESL strategies and ELPS</p>	2.0, 3.0, 4.0	Principals	<p>Implementation demonstrated: professional development documentation</p> <p>Impact demonstrated: Participant Feedback; Observation of learning in classroom.</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>8) Identified teachers will receive TELPAS training.</p>	1.0, 2.0, 3.0, 4.0, 8.0, 9.0	Principals Counselors	<p>Implementation demonstrated: professional development documentation</p> <p>Impact demonstrated: Participant Feedback; TELPAS participation</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>9) 100% of teachers will be trained in Response to Intervention (RTI) model and will use intervention strategies to assist students prior to failing or testing.</p>	3.0, 4.0, 5.0	Teachers Principals Special Education Director	<p>Implementation demonstrated: Rtl training documentation; lesson plan quality checks</p> <p>Impact demonstrated: 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.</p>				
<p>Critical Success Factors CSF 7</p> <p>10) Identified teachers will be trained in Advanced Academic Services (GT) strategies.</p>	3.0, 4.0	Teachers Principals	<p>Implementation demonstrated: GT training documentation</p> <p>Impact demonstrated: Teachers will demonstrate use of GT strategies with their students as appropriate and be able to document strategies through lesson plans and lessons.</p>				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>11) 100% of new staff will receive training on the bullying program that focuses on prevention, identification, and response to bullying.</p>	4.0, 10.0	Superintendent Principals Counselors	<p>Implementation demonstrated: training documentation</p> <p>Impact demonstrated: Teachers will demonstrate use of anti-bullying procedures and plan with their students as appropriate and be able to document strategies used to prevent and/or stop bullying.</p>				

<p>Critical Success Factors CSF 6 CSF 7</p> <p>12) 100% of 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.</p>	4.0	Superintendent Principals Counselors	<p>Implementation demonstrated: training documentation</p> <p>Impact demonstrated: 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.</p>				
<p>Critical Success Factors CSF 7</p> <p>13) 100% of teachers and administrators will participate in staff development through collaboration related to The Fundamental 5 and Reflective Teacher.</p>	2.0, 4.0, 10.0	Superintendent Principals	<p>Implementation demonstrated: professional development documentation</p> <p>Impact demonstrated: 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.</p>				
<p>Critical Success Factors CSF 3 CSF 7</p> <p>14) Based on the study of the Reflective teacher, 100% of teachers will develop a T-TESS professional growth plan as the focus for their staff development.</p>	2.0, 4.0, 10.0	Superintendent Principals	<p>Implementation demonstrated: Reflective Teacher and T-TESS training documentation; principal/teacher conferences;</p> <p>Impact demonstrated: 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.</p>				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue</p>							

Goal 3: Highland Park ISD will provide a high quality staff of professionals and support staff who work together to promote learning for all students. (NCLB Goal 3).

Performance Objective 3: HPISD will maintain compliance with the certification and Highly Qualified status of staff (10, COORD).

Evaluation Data Source(s) 3: Personnel Files; Certification Records; Highly Qualified Worksheets

Summative Evaluation 3:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 7</p> <p>1) Review records for instructional staff in mid-September to determine certificate expiration and HQ status.</p>	10.0	Superintendent Business Manager	<p>Implementation demonstrated: personnel records reflecting Highly Qualified status</p> <p>Impact demonstrated: Maintaining 100% HQ throughout the district.</p>				
<p>2) Provide support to first year teachers and their mentors</p>	2.0, 4.0, 5.0	Principals	<p>Implementation demonstrated: mentor program begins before school starts; periodic meetings to check progress;</p> <p>Impact demonstrated: Stable or Increased Retention Rates for Teachers with Less than Five Years Experience. Feedback from Curriculum Coordinator and New Staff.</p>				
<p>3) Support the First Year Teacher Academy</p>	4.0	Principals Administrative Staff	<p>Implementation demonstrated: Collaboration with Curriculum coordinator;</p> <p>Impact demonstrated: Academy offerings; use of learning in the classroom by new staff.</p>				
<p>Critical Success Factors CSF 7</p> <p>4) Conduct campus visits and walkthroughs to support and answer questions for new hires and staff</p>	3.0, 5.0	Leadership Team	<p>Implementation demonstrated: collaboration schedule, meeting documentation</p> <p>Impact demonstrated: Walkthrough data used in enhance performance of new staff.</p>				
<p>Critical Success Factors CSF 7</p> <p>5) Conduct New Employee Orientation and trainings in August of each year</p>	3.0, 5.0	Principals Technology Director Superintendent	<p>Implementation demonstrated: Training Materials; Attendance documentation; Certificates</p> <p>Impact demonstrated: Feedback from attendees and trainers.</p>				

<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>6) Provide training on components of the Texas Behavior Support Initiative (TBSI) for staff members who may have to restrain a Special Education student in the course of their duties.</p>	4.0	Principals Special Education Director	<p>Implementation demonstrated: Training Certification Issued by Region 16 ESC.</p> <p>Impact demonstrated: strategies used as needed and documented</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>7) Provide ongoing research-based staff development to retain highly qualified staff</p>	2.0, 3.0, 4.0	Principals Technology Director Special Education Coordinator Superintendent	<p>Implementation demonstrated: personnel records reflect highly qualified status; professional development documentation;</p> <p>Impact demonstrated: HQ reports continue to remain at 100% HQ. Ongoing staff collaboration.</p>				
<p>8) Attend and participate in job fairs to recruit and retain qualified candidates</p>	5.0	Superintendent	<p>Implementation demonstrated: job fair participation</p> <p>Impact demonstrated: Number of HQ applicants from fairs increase and provide a strong pool for hiring of HQ staff.</p>				
<p>9) Advertise to applicants via HPISD communications and other mediums to encourage individuals to apply with HPISD</p>	5.0	Superintendent Business Manager Principals	<p>Implementation demonstrated: webpage posting; job search methods documented;</p> <p>Impact demonstrated: Adequate pools of HQ applications submitted for targeted position.</p>				
<p align="center"> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 4: Highland Park ISD will implement a progressive and innovative technology program that will be integrated throughout the district to enhance student learning and achievement. (NCLB Goal 1)

Performance Objective 1: 100% of teachers will be trained in the use and integration of innovative technologies into the curriculum and classroom.

Evaluation Data Source(s) 1: Walkthroughs; Lesson Plans; Classroom Demonstrations; Ongoing Trainings and Practice

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) 100% of teachers and instructional aides will be trained in the use of laptops, Chromebooks and I pads.	4.0	Technology Director	Implementation demonstrated: training documentation; Impact demonstrated: All staff who have laptops and iPads will utilize them effectively.	✓	✓	✓	✓
Critical Success Factors CSF 7 2) 100% of teachers and instructional aides will be training on how to integrate technology into classroom instruction, through on-going staff development trainings	4.0	Technology Director Principals	Implementation demonstrated: training documentation Impact demonstrated: technology integrated into instruction, as evidenced by lesson plan quality checks and walkthrough documentation	🟡	🟡	🟡	➔
3) Implementation of technology in the district will continue as outlined in the separate District Technology Plan	2.0, 4.0	Technology Director Principals Superintendent	Implementation demonstrated: use of technology in all facets of district operations. Impact demonstrated: increased student achievement; walkthrough documentation	🟡	🟡	🟡	➔

Goal 5: Highland Park ISD instructional staff will establish challenging goals for all students including improving attendance and decreasing the dropout rate, provide effective feedback through assessments, and providing 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%.

Evaluation Data Source(s) 1: State Accountability Data Table; Dropout data received in June.

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 3</p> <p>1) Middle School Administrators and Counselor will develop a plan to increase support systems for at-risk students.</p>	2.0, 9.0	Principals Counselor	<p>Implementation demonstrated: at risk planning documentation</p> <p>Impact demonstrated: At-Risk Student Folders and RtI data</p>				
<p>2) The Registrar will contact the families of all students leaving HPISD without a request for records from the next campus.</p>	9.0	Principals Counselors Registrar	<p>Implementation demonstrated: Counselor's contact logs, Registrar's record book.</p> <p>Impact demonstrated: Counselor's Contact Logs</p>				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

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

Performance Objective 2: The attendance rate for all student groups will continue to improve within each student group.

Evaluation Data Source(s) 2: TAPR Report; PEIMS data

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 6</p> <p>1) Campus administrators will review attendance data by subgroups and develop strategies to improve attendance where needed that can be implemented on campuses.</p>	2.0, 9.0	Principals	<p>Implementation demonstrated: Campus Improvement Plans;</p> <p>Impact demonstrated: PEIMS; AEIS Data</p>				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 5: Highland Park ISD instructional staff will establish challenging goals for all students including improving attendance and decreasing the dropout rate, provide effective feedback through assessments, and providing 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 a passing rate.

Evaluation Data Source(s) 3: Student Grades

Summative Evaluation 3:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Measure and record the number of ISS/DAEP teacher contact hours.	2.0, 9.0	Principals ISS/DAEP Teacher	Implementation demonstrated: Principal will collect and evaluate contact logs each six weeks. Impact demonstrated: 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.	2.0, 9.0	Principals ISS/DAEP Teacher	Implementation demonstrated: Student grades assessed each week. Impact demonstrated: 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.	2.0	ISS/DAEP Teacher	Implementation demonstrated: Student signed contracts. Impact demonstrated: documentation reflecting student behavior & success while in ISS/DAEP				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 6: Highland Park ISD personnel will promote effective parent 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.

Evaluation Data Source(s) 1: Parent Surveys

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 5</p> <p>1) HPISD will assist parents as they develop, maintain, and improve the parental involvement committee for the elementary campus and/or Booster Clubs for secondary.</p>	6.0	Principals	<p>Implementation demonstrated: parental involvement committees established;</p> <p>Impact demonstrated: meeting documentation</p>				
<p>Critical Success Factors CSF 5</p> <p>2) Increase the number of parents reviewing their children's grades and attendance using the online Parent Portal in TxEIS.</p>	6.0	Principals Technology Director	<p>Implementation demonstrated: parent training documentation</p> <p>Impact demonstrated: Increased Number of Parent Logins.</p>				
<p>Critical Success Factors CSF 5</p> <p>3) Provide an opportunity to meet teachers and staff at the Back to School Bash.</p>	6.0	Principals Teachers	<p>Implementation demonstrated: events scheduled and advertised in multiple formats</p> <p>Impact demonstrated: event documentation and feedback</p>				
<p>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.</p>	2.0, 6.0, 10.0	Superintendent Technology Director	<p>Implementation demonstrated: Website, etc. releases of information.</p> <p>Impact demonstrated: Increased attendance at the DEIC meetings.</p>				
<p>Critical Success Factors CSF 5</p> <p>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.</p>	6.0	Technology Director Superintendent Principals	<p>Implementation demonstrated: Increased usage and information available at all of the locations.</p> <p>Impact demonstrated: parent, staff, student survey results</p>				

<p>Critical Success Factors CSF 5</p> <p>6) Middle and High School Campuses will host an Electives, Honors, HB 5, Graduation Plans and Dual Credit/Degree Fair Presentation for parents.</p>	6.0	Principals Counselors	<p>Implementation demonstrated: Calendar; Schedules; Agendas; Attendance Records</p> <p>Impact demonstrated: parent, staff, student survey results</p>				
<p>7) Develop correlations between the parent/community involvement and No Excuses University/C2G committees to plan for greater success in both areas.</p>	6.0	Principals Superintendent	<p>Implementation demonstrated: committee meeting documentation</p> <p>Impact demonstrated: Increased parent/community involvement at scheduled activities for HPISD</p>				
<p>Critical Success Factors CSF 5</p> <p>8) Support the elementary students/parents by providing a Monster Mash each year.</p>	6.0	Principals	<p>Implementation demonstrated: Attendance; Community Support</p> <p>Impact demonstrated: parent, staff, student survey results</p>				
<p>Critical Success Factors CSF 5</p> <p>9) Provide a breakfast and program for our Senior Citizens the first Friday of each month from September through May.</p>	6.0	Superintendent	<p>Implementation demonstrated: invitations sent to senior citizens monthly</p> <p>Impact demonstrated: Attendance; Participation</p>				
<p>Critical Success Factors CSF 5</p> <p>10) Provide a Veteran's Day Program for the community in honor of our veterans each year.</p>	6.0	Principal NHS Sponsor	<p>Implementation demonstrated: planning documentation, advertising, and invitations</p> <p>Impact demonstrated: Attendance; Participation</p>				
<p>Critical Success Factors CSF 5</p> <p>11) Campuses will continue to offer a variety of programs and events geared toward inviting parents and community to the school. i.e.: Muffins for Moms, Donuts for Dads, Grandparent lunch.</p>	6.0	Principals	<p>Implementation demonstrated: planning documentation</p> <p>Impact demonstrated: Attendance Participation</p>				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue</p>							

Goal 7: Highland Park ISD will ensure a safe and orderly environment that is drug-free and conducive to learning will be maintained, supported, and demonstrate continuous improvement. (NCLB Goal 4).

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

Evaluation Data Source(s) 1: Certificates of Completion
Implementation of Safety Strategies

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
Critical Success Factors CSF 6 1) Safety/Health and Wellness in the Workplace training will be provided to staff during the school year.	4.0	Central Office	Implementation demonstrated: training documentation Impact demonstrated: staff survey results				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 7: Highland Park ISD will ensure a safe and orderly environment that is drug-free and conducive to learning will be maintained, supported, and demonstrate continuous improvement. (NCLB Goal 4).

Performance Objective 2: Training will be provided on a regular basis 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).

Evaluation Data Source(s) 2: Certificates of Completion
Implementation of Strategies Learned

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Provide guidance lessons to students on each campus that teach freedom from harassment, Internet Safety, Dating Violence (Grades 6-12), and Bullying.	2.0, 9.0	Principals Counselors Technology Director Police Chief	Implementation demonstrated: lessons scheduled				
			Impact demonstrated: staff 7 student survey results				
2) Provide guidance and/or emotional literacy trainings each six weeks.	2.0, 9.0	Principals Counselors	Implementation demonstrated: lesson schedule				
			Impact demonstrated: student survey results				
3) HPISD will provide training for cyber-bullying, bullying, and visual transmitted materials (sexting).	9.0	Principals Counselors	Implementation demonstrated: trainings scheduled				
			Impact demonstrated: survey results				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 7: Highland Park ISD will ensure a safe and orderly environment that is drug-free and conducive to learning will be maintained, supported, and demonstrate continuous improvement. (NCLB Goal 4).

Performance Objective 3: 100% of 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).

Evaluation Data Source(s) 3: Certification Records

Summative Evaluation 3:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Required trainings will be scheduled as needed.	4.0, 10.0	Principals Nurse Athletic Director	Implementation demonstrated: trainings schedule Impact demonstrated: staff survey results; staff responds appropriately to health crisis situations				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 7: Highland Park ISD will ensure a safe and orderly environment that is drug-free and conducive to learning will be maintained, supported, and demonstrate continuous improvement. (NCLB Goal 4).

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

Evaluation Data Source(s) 4: Plan will be used by HPISD Staff

Summative Evaluation 4:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
<p>Critical Success Factors CSF 6</p> <p>1) A written plan focused on the prevention, identification and response to bullying will be implemented at the school.</p>	2.0, 10.0	Superintendent Principals	<p>Implementation demonstrated: Written plan</p> <p>Impact demonstrated: implementation of plan.</p>				
<p>2) A Bully Reporting System will be accessed through our website so anyone can report bullying.</p>	2.0	Superintendent Technology Director	<p>Implementation demonstrated: Bully Reporter linked on Website</p> <p>Impact demonstrated: Bully Reporter available to report bullying.</p>				
<p>Critical Success Factors CSF 6</p> <p>3) 100% of new instructional staff will be trained in August about bullying and the implementation of the plan.</p>	2.0	Superintendent Principals	<p>Implementation demonstrated: Plan training documentation</p> <p>Impact demonstrated: Plan implemented effectively by new staff</p>				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 8: Highland Park ISD will be accountable to all stakeholders by providing the necessary resources and support for the efficient operation of district 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).

Evaluation Data Source(s) 1: Teacher/Administrator Feedback.

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Monitor and upgrade hardware that supports the LAN/WAN infrastructure.	10.0	Technology Director	Implementation demonstrated: continual review of infrastructure needs Impact demonstrated: Reliability and Efficiency of Network Operations (Computer, Phone, etc.).				
2) Review, research, and evaluate financial and student information systems software and update as needed.	10.0	Technology Director	Implementation demonstrated: Board Presentations; Site Visit Information; Committee Meetings. Impact demonstrated: reliability of software systems				
3) Technology Department will provide technical assistance to all HPISD staff.	1.0	Technology Department	Implementation demonstrated: availability of Technology Department staff Impact demonstrated: response logs; staff survey results				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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

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

Evaluation Data Source(s) 2: Records/Reports/Student Grades/Completion Rates

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Annually review, evaluate, and improve ISS/DAEP services to ensure student success	1.0	Superintendent Principals ISS/DAEP Teacher	Implementation demonstrated: review documentation Impact demonstrated: Records; Reports; Student Grades; Completion Rates; AEIS				
2) Develop a strategy and plan for effective communication between teachers and ISS/DAEP instructor on student progress, grades, etc.	1.0	Asst. Principals	Implementation demonstrated: planning documentation Impact demonstrated: Action Plan implemented				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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

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

Evaluation Data Source(s) 3: FIRST Rating

Summative Evaluation 3:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Present a balanced budget ensuring there is adequate funding for existing programs in the district.	10.0	Superintendent Business Manager	Implementation demonstrated: monitoring of programs and needs Impact demonstrated: Balanced budget with adequately funded programs.				
2) Maintain and improve all district facilities as required to complete the execution of the long-range facilities plan.	1.0, 10.0	Superintendent Maintenance Director	Implementation demonstrated: ongoing facilities monitoring Impact demonstrated: Facilities kept up to date.				
3) Adjust the master schedule to maximize the use of district facilities.	1.0, 10.0	Administration	Implementation demonstrated: committee work to build master schedule Impact demonstrated: Efficient master schedule.				
4) Commitment to continue excellent Fine Arts Programs.	1.0	Superintendent Campus Administrators	Implementation demonstrated: master schedule reflects Fine Arts class times appropriately represented Impact demonstrated: Successful results in Fine Arts competitions.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	6	3	Analyze the process used to determine alternative assessments administered to students to avoid over-representation of students taking STAAR-A or STAAR-Alt 2.
1	7	3	75% of SpEd students will master and/or perform at a proficient level on all content areas of the state assessments.

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	\$537,912.00
6100 Subtotal:		\$537,912.00
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	\$24,500.00
6300 Subtotal:		\$24,500.00
6400 Other Operating Costs		
6400	6411 Employee Travel	\$3,000.00
6400 Subtotal:		\$3,000.00

Title I Components

Schoolwide Program Plan

Ten Schoolwide Components

- 1: Comprehensive Needs Assessment**
- 2: Schoolwide Reform Strategies**
- 3: Instruction by highly qualified professional teachers**
- 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**
- 5: Strategies to attract highly qualified teachers**
- 6: Strategies to increase parental involvement**
- 7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**
- 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**
- 9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**
- 10: Coordination and integration of federal, state and local services and programs**

District Funding Summary

199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	9			\$0.00
Sub-Total					\$0.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	4	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00