

Highland Park Independent School District

District Improvement Plan

2016-2017

Accountability Rating: Met Standard



Board Approval Date: January 18, 2017
Public Presentation Date: January 18, 2017

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 2016 Texas Academic Performance Report, our student groups consist of 4.4% African American, 34.5% Hispanic, 47.7% White, 1.1% American Indian, 9.1% Asian, 3.0% Two or More Races, and 58.4% Economically Disadvantaged. Limited English Proficient (LEP) are 6.8% (State 18.5%); Students with Disciplinary Placements (2014-2015) was 0.2%, and At-Risk students are 36.1% (State 50.1%). The Class of 2015 had 100% total graduates with 14.8% (State 7.5%) Special Education graduates. We had 53 or 86.9% graduate on the Recommended HS Program and 8 or 13.1% graduate on the Minimum HS Program.

For our teaching staff, there are 25.8% males (State 23.5%), 74.2% females (State 76.5%), and 16.5% are minority (State 48.2%). Staff includes: 1.3% African American (State 10.1%); 9.3% Hispanic (State 26.0%); 88.1% White (60.8%); and 1.3% Two or More Races (State 1.1%). Teachers: 80.9% Bachelors (State 74.7%); 17.8% Masters (State 23.6%); and 1.3% Doctorate (.6%)

We have 21.0% auxiliary staff (State 26.1%) and 138.6 total staff members. Professional staff percentage is 68.2% (State 64.3%).

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 86.9% of our students (including Special Education) graduate on the Recommended H.S. Program/DAP (State 80.3%) and 13.1% graduate on the Minimum H.S. Program (State 14.9%).

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 the English as a Second Language program. The Special Education, At-Risk and Economically Disadvantaged subpopulations all require additional supports through RTI, tutorials and summer school.

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 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 79.

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

All Subjects 79%

Reading 77%

Mathematics 82%

Writing 69%

Science 84%

Social Stud. 82%

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 35 which puts us well above the bottom 5% (22). We are met or exceeded progress on all campuses except the elementary. The elementary campus missed the progress target by one point.

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 44 (28 was the state target). Once again all areas are in the high 80% or above except for writing. Writing is 75% for Eco. Dis., 70% for white, 77% 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 73 and the target to score above the bottom 5th percentile (60)

Class of 2015 4 yr. graduation rate: All Students 93.8% ; Hispanic 90.5%, White 94.9%, Asian 100%, SpEd 81.8%

Annual Drop-out rate 9-12 for 2014-15 is All Students is 0.7%, White 1.3%, SpEd 3.8%

RHSP/DAP Graduates 2015: 86.9%

Highland Park ISD is beginning its tenth 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 2014-15 was 96.2% and in the 2013-14 school year it was 96.5 % for the district.

Raw data from 2016 STAAR testing shows that we are needing work in all four core subject areas and at all levels of testing. It appears that Writing and Social Studies are the two lowest levels of student performance followed closely by the Reading, Science and Math.

Student Achievement Strengths

The strengths for Highland Park ISD in student achievement for 2016 include the following areas:

We met the standard on all 4 indexes and 42 out of 46 indicators related to system safeguards. The areas missed included: % of Special Education students taking alternative assessments and the % of Special Ed. students passing the reading, math and science assessments.

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 content 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 as well as making progress with the performance of the SpEd population.
- We will add items related to system safeguards into our plan.

District Culture and Climate

District Culture and Climate Summary

In 2015, the district attendance rate was 96.2% 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.

District Culture and Climate Strengths

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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 11.7 years is a little higher than the State average of 10.9 years.
- Teachers' average years of experience working in the Highland Park District is 6.2 years (State 7.3)
- Professional staff for Highland Park is 68.2% (State 64.3%); Teachers 54.4% (State 50.5%); and Educational Aides is 10.8% (State 9.6%).

Staff Quality, Recruitment, and Retention Strengths

- 22.7% of Highland Park ISD's teaching staff have 11-20 years experience.
- 17.8% of HPISD's teaching staff have Masters degrees.
- 22.3% 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 21.7% State average.
- 2.0% of teaching staff are beginning teachers, below the State average of 8.1%.
- Highland Park ISD has an experienced, totally highly qualified staff.
- 10.8% of our staff are paraprofessionals. Our paraprofessionals are also 100% highly qualified.

Staff Quality, Recruitment, and Retention Needs

- Our teacher turnover rate is 12.3%. 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 TEKS Resource System, the student management system (TEExES), and innovative technology such as SMART Boards, IPADS etc.

- 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.

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;
- 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.

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. 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 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 "town" or physical community like other districts, 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, School Way, Remind 101, notes home and our eNotes 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 our parents through committes 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 the development and implementation of health and wellness initiative in the district. Several parents have agreed to serve on these committees. 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. Since 2013, the district has had 10 students earn an Associates Degree from Amarillo College whhile attending high school.

A high percentage of 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.

The Student Family Advocate grant funds a staff position that connects students in crisis and their families to a network of resources in the greater community.

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 Back to School Bash and Monster Mash 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.

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.

District Context and Organization Strengths

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.

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 needed to help improve staff's ability to respond in an emergency situation.

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. Grade 8 students were provided with a Chromebook that will move with them through high school. Grades 9-12 will continue to have access to 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 2016 shows that:

- The district is Title I, Schoolwide and receives State Compensatory funding;
- HPISD has three campuses (Highland Park Elementary, Highland Park Middle School, and Highland Park High School) and serves 920 students (PreK-12).
- The district participates in 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 2015-2016 (based on 2014-2015 data);
- All three campuses have received a "Met Standard" rating from the Texas Education Agency;
- All campuses have 100% Highly Qualified paraprofessionals;
- 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; 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 tablets in the Elementary;
- Use of Smartboard or Mimio 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; as well as writing
- More training for teachers and administrators in common assessments;
- More in depth training for teachers in technology integration in the classroom;and
- Continued improvement in the areas of parental and community involvement;

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
- 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 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

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

Performance Objective 1: In Spring 2017, 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: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) ESC 16 Curriculum specialists and principals will present curriculum related training in best practices and updates for all core area teachers as needed.	4	Principals Teachers	Implementation demonstrated: Core Collaborative Team Meetings; Teachers use of TEKS Resource System materials for planning and assessment. Impact demonstrated: walkthrough data and lesson plan quality checks reflecting implementation of best practices; student performance on local and state tests				
Funding Sources: 255-Title IIA - 0.00							
2) Administrators will review teachers' lesson plans & conduct regular classroom walk throughs.	2	Principals Assistant Principals	Implementation demonstrated: lesson plans monitored; Teachers using Fundamental 5 teaching methods Impact demonstrated: lesson plan quality checks; walkthrough documentation; Common assessment data				
3) Principals will provide teacher feedback on lesson plans as needed.	2	Superintendent Principals Assistant Principals	Implementation demonstrated: lesson plan monitoring Impact demonstrated: Documentation of Feedback				
4) Teachers will use tutorials, access classes, power hour, target time and intervention time to re-teach and reinforce core area TEKS as needed.	1, 2, 3, 9, 10	Teachers Principals	Implementation demonstrated: lesson plans and teacher schedules reflect time dedicated to reinforcing TEKS Impact demonstrated: Student performance on state and local assessments.				
Funding Sources: 199-SCE - 0.00							

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.	2, 9, 10	Teachers Principal	Implementation demonstrated: Quality lesson plans as approved by the principal Impact demonstrated: 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.	2, 8, 9	Principals; Teachers	Implementation demonstrated: master schedule; lesson plans reflecting best practice strategies Impact demonstrated: Students performance levels on state and local assessments; number of students on the failure list will decrease.				
7) 100% of 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	Implementation demonstrated: lesson plans; review of instructional material Impact demonstrated: LEP student performance on state and local assessments including TELPAS				
8) 100% of 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 Principals	Implementation demonstrated: Lesson plans showing use of technology; Impact demonstrated: 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.	2, 3, 9, 10	Teachers Principals	Implementation demonstrated: lesson plan quality checks Impact demonstrated: Students performance levels on state and local assessments; number of students on the failure list will decrease.				
Funding Sources: 199-SCE - 0.00							
10) Implement a Full day Pre-K Program for all 4 year olds.	3, 7, 9, 10	Principal; ESC 16 support staff	Implementation demonstrated: master schedule; program records Impact demonstrated: Participating student's achievement records				
11) Teacher collaboration time will be held each Thursday morning with a focus on research-based strategies for improvement of teaching and collaborative planning to develop co-curricular lessons.	4, 5, 10	Principals	Implementation demonstrated: lesson plan quality checks; training documentation Impact demonstrated: Walk-through data; student performance on local and state assessments				

12) 100% of teachers will embed critical thinking skills into their lessons to prepare students for real-world success.	1, 2	Administrators	Implementation demonstrated: Quality lessons including critical thinking skills Impact demonstrated: student performance on local and state assessments				
13) High-yield strategies (Rtl) will be employed to strengthen instruction and to assist student mastery.	1, 2, 9	Teachers Principals	Implementation demonstrated: High Yield strategies embedded in lesson plans Impact demonstrated: student performance on local and state assessments				
= Accomplished = 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 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: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Teachers will give assessments in the core areas of Reading/ELA; Math; Science; and Social Studies (8, TIA).	8, 9, 10	Principals Teachers	Implementation demonstrated: lesson plans monitored; assessments submitted to and monitored by principals Impact demonstrated: Assessment Data; State Test Results				
2) Curriculum assessments will be used to respond to individual student needs for RTI.	8, 9, 10	Teachers Principal	Implementation demonstrated: Lesson plans outline RTI needs and strategies for individual students; Impact demonstrated: improved student performance				
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.	2, 8, 9, 10	Principals Teachers	Implementation demonstrated: teacher documentation; Rtl folder data Impact demonstrated: DMAC reports showing performance and improvement needs; student performance on state and local assessments				
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, 6, 8, 9	Teachers Principals	Implementation demonstrated: Three week reports; parent contact information Impact demonstrated: student performance on classroom work and local and state assessments				
5) Teachers will review all testing data for all students using DMAC.	8, 9	Teachers Principals	Implementation demonstrated: DMAC records of use by staff; interventions for students in need of assistance Impact demonstrated: student performance on classroom work and local and state assessments				

 = Accomplished  = 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: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	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, 8, 10	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				
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	Principals Teachers	Implementation demonstrated: Assessments quality checked; Impact demonstrated: Assessment Result Data				
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, 8	Superintendent Principals	Implementation demonstrated: Campus SMART Goals and assessment data disaggregation Impact demonstrated: Evaluation Documents				
4) 100% of instructional staff will be trained in writing strategies including differentiation strategies to address modified assessments.	2, 8, 9, 10	Principals Sp. Ed Director Teachers	Implementation demonstrated: training documentation; lesson plan quality checks Impact demonstrated: Writing Assessment Data				
5) Campus administrators will monitor & analyze student data to determine appropriate assessments.	2, 8, 9, 10	Principals Sp. Ed Coordinator Teachers	Implementation demonstrated: data disaggregation documentation; Impact demonstrated: Assessments and Result Data; System Safeguard Results.				
= Accomplished = 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: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) 100% of teachers will be trained in ESL strategies and ELPS.	4	Superintendent Principals	Implementation demonstrated: training documentation; Impact demonstrated: assessment data; increased student achievement in classroom instruction				
Funding Sources: 255-Title IIA - 0.00							
2) Identified teachers will be trained in TELPAS.	2, 3, 4, 6	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	Special Education Director Principals	Implementation demonstrated: Schedule; Log Sheets Impact demonstrated: increased student achievement for ESL/LEP students				
4) A teacher incentive program has been implemented encouraging core teachers to obtain ESL certification.	4	Teachers Superintendent Principals	Implementation demonstrated: teachers attend ESL trainings and seek certification Impact demonstrated: Teachers are ESL certified.				
= Accomplished = 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: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				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, 5	Principals	Implementation demonstrated: Training documentation; Impact demonstrated: increased student achievement				
2) AP teachers will develop and teach with approved College Board syllabi.	2, 4	High School Principal	Implementation demonstrated: College Board Syllabi submitted to Curriculum Coordinator; Impact demonstrated: Syllabi will be followed, as documented by lesson plans				
3) Honors, AP and Dual Credit course material will be provided at parent meetings and to students before registration .	6	Principals Counselors	Implementation demonstrated: parent meeting and registration documentation Impact demonstrated: increased parent/teacher interaction and parent class support				
4) Honors and AP teachers will develop syllabi, make available to students before registration, and post online.	2	Technology Department Principals	Implementation demonstrated: Syllabi Submitted and Posted Online; Impact demonstrated: increased student awareness of course requirements				
5) Highland Park High School will host a Dual Credit and AP Meeting for parents and students.	6	Principals Counselors	Implementation demonstrated: Meeting documentation; Impact demonstrated: increased student and parent awareness of course requirements				
6) Implement provisions of HB 5 to increase student opportunities post secondary.	2, 10	Principals Counselors Teachers	Implementation demonstrated: master schedule; Impact demonstrated: Number of HB 5 endorsements offered to HPISD students.				
= Accomplished = 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: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Required Special Education teachers will be trained in the new STAAR-Alt modules.	4	Special Education Coordinator Principals	Implementation demonstrated: training documentation; Impact demonstrated: lesson plans quality checked for STAAR-Alt strategies; administrator walk-through observation & documentation				
2) Identified Special Education staff will implement and administer STAAR-Alt assessments as prescribed by the state.	5, 8	Special Education Coordinator Principals	Implementation demonstrated: test administration documentation; Impact demonstrated: Principal Observations				
State System Safeguard Strategy 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.	8, 9	Principals Special Education Coordinator Special Education Staff	Implementation demonstrated: assessment analysis documentation Impact demonstrated: Meet System Safeguards				
= Accomplished = 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 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: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
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.	4	Special Education Coordinator Principals	Implementation demonstrated: training documentation; Impact demonstrated: walk-through documentation and IEPs				
2) Identified Special Education and general education teachers will be trained in allowable accommodations for STAAR/EOCs, STAAR-Alt.	4	Special Education Coordinator Principals	Implementation demonstrated: training documentation; Impact demonstrated: IEPs & lesson plans written to reflect allowable accommodations				
State System Safeguard Strategy 3) 75% of SpEd students will master and/or perform at a proficient level on all content areas of the state assessments.	2, 7, 8, 9	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				
= Accomplished = 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 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: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Counselors will develop recruitment and advertising strategies.	2, 9	Principals Counselors	Implementation demonstrated: Counselor Meeting documentation Impact demonstrated: number of students taking ACT/SAT will increase				
2) Designated teachers will develop strategies to assist students preparing to take the SAT/ACT college entrance exams.	2, 9	Principals Counselors	Implementation demonstrated: schedules reflecting additional prep sessions; lesson plans reflecting test strategy prep Impact demonstrated: District Student Results				
3) 8th grade students will be given the opportunity and encouraged to take the PSAT	2	Counselor Principal	Implementation demonstrated: Number of students taking the exam Impact demonstrated: exam results				
= Accomplished = 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 9: The success rate for students attending Summer School in 2016-17 for remediation will show improvement (2, RS; 9, M).

Evaluation Data Source(s) 9: Summer School Grades

Summative Evaluation 9: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) 100% of campuses will provide summer school for identified at-risk students and those needing to pass state assessments.	2, 3, 9, 10	Principals	Implementation demonstrated: Attendance documentation Impact demonstrated: Student Results				
2) Students will increase their success rate in courses and assessments from remediation provided in summer school.	2, 9	Principals	Implementation demonstrated: summer school attendance documentation Impact demonstrated: 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.

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: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) 100% of campuses will apply their customized version of No Excuses University.	2	Principals	Implementation demonstrated: campus level activities supporting NEU Impact demonstrated: NEU Application Submissions				
2) 100% of campuses will continue to embrace the C2G strategies with Jostens and enhance them as they apply to our campuses and district.	2	Principals	Implementation demonstrated: campus activities supporting C2G Impact demonstrated: Graduation Rate				
3) Each campus will have ongoing campus based events, strategies and activities that promote college readiness/preparedness.	6	Principals	Implementation demonstrated: event documentation; Impact demonstrated: graduates attend post secondary institutions for degrees/certificates				
4) 100% of staff will be provided professional development in high yield instruction strategies.	2, 3, 4	Principals ESC16 Staff	Implementation demonstrated: training documentation; 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.				
= 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: 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: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	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, 9, 10	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, 10	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.				
3) Daily attendance will be monitored through parent contact according to district procedures.	1, 9	Asst. Principal Secretary Principals	Implementation demonstrated: attendance logs Impact demonstrated: 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	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 = 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.

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

Summative Evaluation 3: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Provide an atmosphere for teaching and learning as a top priority.	1, 2	Administration Staff	Implementation demonstrated: facilities upkeep; professional development documentation; master schedule; lesson plan quality checks; teacher collaboration schedule Impact demonstrated: 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 Staff	Implementation demonstrated: documentation of opportunities Impact demonstrated: 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 Staff	Implementation demonstrated: student and teacher training/meetings on discipline expectations & consequences documentation; student handbooks Impact demonstrated: Number of discipline referrals will remain steady or decrease				
4) Provide the support and encouragement for student success while decreasing failure.	1, 2, 9	Administrators Staff	Implementation demonstrated: Rtl and tutorials documentation Impact demonstrated: 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 Principals	Implementation demonstrated: event documentation; Impact demonstrated: Survey 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 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: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
Federal System Safeguard Strategy 1) The ARD committee will make placement decisions in the Least Restrictive Environment for each SpEd student based on their individual needs and abilities.	1, 9, 10	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.				
Federal System Safeguard Strategy 2) Current Special Ed enrollment will be reviewed to determine appropriate placement. ARD committee will review individual student information to determine eligibility.	1, 9, 10	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.				
= 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: 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: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) 100% of campuses will develop campus goals and define high quality professional development activities as Title I campuses .	2, 4, 5	Principals	Implementation demonstrated: development of campus goals Impact demonstrated: Formative Review and Summative Evaluation Records in Campus Improvement Plans.				
2) Administer locally developed assessment exams, as needed, to ensure appropriate credentials for non-certified staff.	3	Principals Special Education Director	Implementation demonstrated: development of local exams, if needed Impact demonstrated: 100% of Paraprofessionals Meet Highly Qualified Requirements				
3) 100% of campuses ensure that all instructional staff meet the requirements for certification.	3, 4, 5	Superintendent Principals	Implementation demonstrated: Professional Development documentation; Impact demonstrated: 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	Implementation demonstrated: job fair documentation; employment postings; Impact demonstrated: 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	Principals	Implementation demonstrated: Records of professional development agendas and attendance documentation. Impact demonstrated: Audit of Professional Development Courses taken on Title I campuses by core subject area teachers.				
6) Job openings will be posted as per policy to recruit HQ personnel.	3, 5	Superintendent Business Manager Principals	Implementation demonstrated: job postings; personnel policy Impact demonstrated: 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	Implementation demonstrated: ESL certification plan detailing expectations Impact demonstrated: 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: 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: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Professional development opportunities will be attended by 100% of professional and nonprofessional instructional staff.	4	Superintendent Technology Director Principals	Implementation demonstrated: professional development certificates kept on file Impact demonstrated: implementation of learning in classrooms. as documented in lesson plans and during walk-throughs				
2) Online professional development will be provided, when possible, to minimize the time away from the classroom and/or office.	2, 4	Technology Director Principals	Implementation demonstrated: monitoring of enrollment and certificates of completion Impact demonstrated: walk-through documentation				
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	Principals Technology Director	Implementation demonstrated: professional development documentation Impact demonstrated: Classroom Observations; Walkthroughs; Lesson Plans; Assessment Data				
4) First Year Teacher Academy will include district initiatives and collaboration with Region 16.	3, 4, 5	Superintendent Principals	Implementation demonstrated: Training Materials Impact demonstrated: 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.	1, 3, 4	Principals Teachers	Implementation demonstrated: professional development documentation Impact demonstrated: 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	Principals Technology Director	Implementation demonstrated: professional development documentation Impact demonstrated: Participant Feedback; Observation of learning in classroom.				
7) Teachers will be trained in ESL strategies and ELPS	2, 3, 4	Principals	Implementation demonstrated: professional development documentation Impact demonstrated: Participant Feedback; Observation of learning in classroom.				
8) Identified teachers will receive TELPAS training.	1, 2, 3, 4, 8, 9	Principals Counselors	Implementation demonstrated: professional development documentation Impact demonstrated: Participant Feedback; TELPAS participation				
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.	3, 4, 5	Teachers Principals Special Education Director	Implementation demonstrated: Rtl training documentation; lesson plan quality checks 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.				
10) Identified teachers will be trained in Advanced Academic Services (GT) strategies.	3, 4	Teachers Principals	Implementation demonstrated: GT training documentation 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.				
11) 100% of new staff will receive training on the bullying program that focuses on prevention, identification, and response to bullying.	4, 10	Superintendent Principals Counselors	Implementation demonstrated: training documentation 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.				
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.	4	Superintendent Principals Counselors	Implementation demonstrated: training documentation 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.				

13) 100% of teachers and administrators will participate in staff development through collaboration related to The Fundamental 5 and Reflective Teacher.	2, 4, 10	Superintendent Principals	Implementation demonstrated: professional development documentation 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.				
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.	2, 4, 10	Superintendent Principals	Implementation demonstrated: Reflective Teacher and T-TESS training documentation; principal/teacher conferences; 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.				
= 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 certification and Highly Qualified status of staff (10, COORD).

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

Summative Evaluation 3: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Review records for instructional staff in mid-September to determine certificate expiration and HQ status.	10	Superintendent Business Manager	Implementation demonstrated: personnel records reflecting Highly Qualified status Impact demonstrated: Maintaining 100% HQ throughout the district.				
2) Provide support to first year teachers and their mentors	2, 4, 5	Principals	Implementation demonstrated: mentor program begins before school starts; periodic meetings to check progress; Impact demonstrated: Stable or Increased Retention Rates for Teachers with Less than Five Years Experience. Feedback from Curriculum Coordinator and New Staff.				
3) Support the First Year Teacher Academy	4	Principals Administrative Staff	Implementation demonstrated: Collaboration with Curriculum coordinator; Impact demonstrated: Academy offerings; use of learning in the classroom by new staff.				
4) Conduct campus visits and walkthroughs to support and answer questions for new hires and staff	3, 5	Leadership Team	Implementation demonstrated: collaboration schedule, meeting documentation Impact demonstrated: Walkthrough data used in enhance performance of new staff.				
5) Conduct New Employee Orientation and trainings in August of each year	3, 5	Principals Technology Director Superintendent	Implementation demonstrated: Training Materials; Attendance documentation; Certificates Impact demonstrated: Feedback from attendees and trainers.				
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.	4	Principals Special Education Director	Implementation demonstrated: Training Certification Issued by Region 16 ESC. Impact demonstrated: strategies used as needed and documented				

7) Provide ongoing research-based staff development to retain highly qualified staff	2, 3, 4	Principals Technology Director Special Education Coordinator Superintendent	Implementation demonstrated: personnel records reflect highly qualified status; professional development documentation; Impact demonstrated: HQ reports continue to remain at 100% HQ. Ongoing staff collaboration.				
8) Attend and participate in job fairs to recruit and retain qualified candidates	5	Superintendent	Implementation demonstrated: job fair participation Impact demonstrated: Number of HQ applicants from fairs increase and provide a strong pool for hiring of HQ staff.				
9) Advertise to applicants via HPISD communications and other mediums to encourage individuals to apply with HPISD	5	Superintendent Business Manager Principals	Implementation demonstrated: webpage posting; job search methods documented; Impact demonstrated: 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: 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: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) 100% of teachers and instructional aides will be trained in the use of laptops, Chromebooks and iPads.	4	Technology Director	Implementation demonstrated: training documentation; Impact demonstrated: All staff who have laptops and iPads will utilize them effectively.				
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	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, 4	Technology Director Principals Superintendent	Implementation demonstrated: use of technology in all facets of district operations. Impact demonstrated: increased student achievement; walkthrough documentation				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: 100% of 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%.

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

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Middle School Administrators and Counselor will develop a plan to increase support systems for at-risk students.	2, 9	Principals Counselor	Implementation demonstrated: at risk planning documentation Impact demonstrated: At-Risk Student Folders and RtI data				
2) The Registrar will contact the families of all students leaving HPISD without a request for records from the next campus.	9	Principals Counselors Registrar	Implementation demonstrated: Counselor's contact logs, Registrar's record book. Impact demonstrated: Counselor's Contact Logs				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: 100% of 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 student groups will continue to improve within each student group.

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

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Campus administrators will review attendance data by subgroups and develop strategies to improve attendance where needed that can be implemented on campuses.	2, 9	Principals	Implementation demonstrated: Campus Improvement Plans; Impact demonstrated: PEIMS; AEIS Data				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: 100% of 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.

Evaluation Data Source(s) 3: Student Grades

Summative Evaluation 3: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Measure and record the number of ISS/DAEP teacher contact hours.	2, 9	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, 9	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	ISS/DAEP Teacher	Implementation demonstrated: Student signed contracts. Impact demonstrated: documentation reflecting student behavior & success while in ISS/DAEP				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 6: 100% of 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: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
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.	6	Principals	Implementation demonstrated: parental involvement committees established; Impact demonstrated: meeting documentation				
2) Increase the number of parents reviewing their children's grades and attendance using the online Parent Portal in TxEIS.	6	Principals Technology Director	Implementation demonstrated: parent training documentation Impact demonstrated: Increased Number of Parent Logins.				
3) Provide an opportunity to meet teachers and staff at the Back to School Bash.	6	Principals Teachers	Implementation demonstrated: events scheduled and advertised in multiple formats Impact demonstrated: event documentation and feedback				
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, 6, 10	Superintendent Technology Director	Implementation demonstrated: Website, etc. releases of information. Impact demonstrated: Increased attendance at the DEIC 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.	6	Technology Director Superintendent Principals	Implementation demonstrated: Increased usage and information available at all of the locations. Impact demonstrated: parent, staff, student survey results				
6) Middle and High School Campuses will host an Electives, Honors, HB 5, Graduation Plans and Dual Credit/Degree Fair Presentation for parents.	6	Principals Counselors	Implementation demonstrated: Calendar; Schedules; Agendas; Attendance Records Impact demonstrated: parent, staff, student survey results				

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	Implementation demonstrated: committee meeting documentation Impact demonstrated: Increased parent/community involvement at scheduled activities for HPISD				
8) Support the elementary students/parents by providing a Monster Mash each year.	6	Principals	Implementation demonstrated: Attendance; Community Support Impact demonstrated: parent, staff, student survey results				
9) Provide a breakfast and program for our Senior Citizens the first Friday of each month from September through May.	6	Superintendent	Implementation demonstrated: invitations sent to senior citizens monthly Impact demonstrated: Attendance; Participation				
10) Provide a Veteran's Day Program for the community in honor of our veterans each year.	6	Principal NHS Sponsor	Implementation demonstrated: planning documentation, advertising, and invitations Impact demonstrated: Attendance; Participation				
11) Continue to develop the Highland Park Education Foundation and increase support of school and community for the foundation.	6	Superintendent Principals	Implementation demonstrated: Foundation meeting documentation Impact demonstrated: Increased participation in fundraising and other events associated with the foundation.				
12) 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.	6	Principals	Implementation demonstrated: planning documentation Impact demonstrated: 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 HPIISD (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: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Safety/Health and Wellness in the Workplace training will be provided to staff during the school year.	4	Central Office	Implementation demonstrated: training documentation Impact demonstrated: staff survey results				
 = 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 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: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	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 7-12), and Bullying.	2, 9	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, 9	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	Principals Counselors	Implementation demonstrated: trainings scheduled Impact demonstrated: survey results				
= 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: 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: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Required trainings will be scheduled as needed.	4, 10	Principals Nurse Athletic Director	Implementation demonstrated: trainings schedule Impact demonstrated: staff survey results; staff responds appropriately to health crisis situations				
= 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

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

Summative Evaluation 4: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) A written plan focused on the prevention, identification and response to bullying will be implemented at the school.	2, 10	Superintendent Principals	Implementation demonstrated: Written plan Impact demonstrated: implementation of plan.				
2) A Bully Reporting System will be accessed through our website so anyone can report bullying.	2	Superintendent Technology Director	Implementation demonstrated: Bully Reporter linked on Website Impact demonstrated: Bully Reporter available to report bullying.				
3) 100% of new instructional staff will be trained in August about bullying and the implementation of the plan.	2	Superintendent Principals	Implementation demonstrated: Plan training documentation Impact demonstrated: Plan implemented effectively by new staff				
= 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).

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

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Monitor and upgrade hardware that supports the LAN/WAN infrastructure.	10	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	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	Technology Department	Implementation demonstrated: availability of Technology Department staff Impact demonstrated: response logs; staff survey results				
= 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).

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

Summative Evaluation 2: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Annually review, evaluate, and improve ISS/DAEP services to ensure student success	1	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	Asst. Principals	Implementation demonstrated: planning documentation Impact demonstrated: 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.

Evaluation Data Source(s) 3: FIRST Rating

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Present a balanced budget ensuring there is adequate funding for existing programs in the district.	10	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, 10	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, 10	Administration	Implementation demonstrated: committee work to build master schedule Impact demonstrated: Efficient master schedule.				
4) Commitment to continue excellent Fine Arts Programs.	1	Superintendent Campus Administrators	Implementation demonstrated: master schedule reflects Fine Arts class times appropriately represented Impact demonstrated: Successful results in Fine Arts competitions.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State 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.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
2	4	1	The ARD committee will make placement decisions in the Least Restrictive Environment for each SpEd student based on their individual needs and abilities.
2	4	2	Current Special Ed enrollment will be reviewed to determine appropriate placement. ARD committee will review individual student information to determine eligibility.

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	\$474,426.00
6100 Subtotal:		\$474,426.00
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	\$26,000.00
6300 Subtotal:		\$26,000.00
6400 Other Operating Costs		
6400	6411 Employee Travel	\$3,000.00
6400 Subtotal:		\$3,000.00

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.

District Educational Improvement Council

Committee Role	Name	Position
Administrator	Vanette Barnett	Member
Administrator	Tim Landon	Member
Business Representative	Lacy Diaz	Member
Classroom Teacher	Shari Ellis	Member
Classroom Teacher	Jennifer Kosechata	Member
Classroom Teacher	Velora Matheson	Member
Classroom Teacher	Mary Catherine	Member
Community Representative	Brandy Rich	Member
Elementary Teacher	Tara Nicholas	Member
Elementary Teacher	Jordan Smith	Member
Elementary Teacher	Ashley Willett	Member
Parent	Elise Kovar	Member
Parent	Ricardo Mercado	Member
Superintendent of Schools	Jimmy Hannon	Chair

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