

Pflugerville Independent School District
Highland Park Elementary School
2024-2025 Campus Improvement Plan



Board Approval Date: October 17, 2024
Public Presentation Date: September 26, 2024

Mission Statement

The mission of Highland Park Elementary is to educate and empower students of all abilities to develop high moral character and engage at their full potential as citizens in a diverse global community.

Vision

Highland Park students are...

Effective and productive community members.

Exploring, inquiring, curious learners.

Safe, respectful and responsible students.

Empowered learners.

Problem solvers.

Value Statement

Highland Park Elementary believes that a dedicated, collaborative, and committed staff fosters perseverance in the pursuit of excellence, where all students and staff have a right to a quality education in a safe and nurturing environment. All children can try their best, all students can learn and be successful, and all students are individually talented. Building relationships is crucial to student success, and diversity is our strength.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Highland Park Elementary is a Dual Language campus in Pflugerville ISD. Highland Park has been established for 18 years and has a well-established staff with low mobility. The school is located within the Highland Park North subdivision. The student enrollment is 705 students as of Spring 2024.

The breakdown by grade level for 2023-2024 is as follows:

EE	PK	KG	1st	2nd	3rd	4th	5th
22	43	93	86	108	111	114	102

The number of Economically Disadvantaged students increased by 5% in 2023-2024 compared to the prior year. The number of students receiving Special Education services increased by 3%, and the number of immigrant students increased by 3%.

Student Demographics - Highland Park Elementary School (Source: TAPR & On Data Suite)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Enrollment	701	672	694	686	671
African American	10.4%	9.4%	8.91%	8.31%	9.7%
Hispanic	50.5%	50.0%	52.3%	55.39%	55.1%
White	26.2%	28.4%	28.1%	26.09%	23.8%
American Indian	0.0%	0.0%	0.0%	0.15%	0.3%
Asian	8.1%	7.6%	5.75%	5.83%	6.7%
Pacific Islander	0.0%	0.0%	0.0%	0.00%	0.0%
Two or More Races	4.7%	4.6%	4.89%	4.23%	4.3%

Student Special Program Identification/Participation - Highland Park Elementary School (Source: TAPR & On Data Suite)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Economically Disadvantaged	33.5%	32.7%	34.7	37.46%	42%

Student Special Program Identification/Participation - Highland Park Elementary School (Source: TAPR & On Data Suite)					
Emergent Bilingual	31.5%	32.37%	34.79%	36.7%	38.5%
At-Risk	47.4%	56.99%	57.04%	61.08%	59.73%
Special Education	13.3%	11.8%	10.34%	10.79%	13.3%
Gifted & Talented	6.6%	6.4%	4.7%	5.83%	6.1%
Dyslexia	5.1%	6.3%	6.47%	5.98%	6.3%
Section 504	8.3%	9.7%	.26%	9.62%	7.9%
Immigrant	2.3%	4.3%	3.2%	2.92%	5.4%
Homeless	1.6%	1.0%	2.3%	1.90%	0.9%
Migrant	0.0%	0.0%	0%	0.00%	0.0%
Campus Mobility Rate	6.7%	7.75%	10.97%	9.72%	Not yet available

Staff

The 2023-2024 campus staff is comprised of the following:

- Teachers: 50
- Administrative Support: 10
- Educational Aides: 12

The 2023-2024 campus staff is comprised of the following TIA Designations:

- Recognized: 1
- Exemplary: 5
- Masters: 22

HPES has a low turnover rate, and the demographics of our teachers' closet align with that of the students.

Teacher Demographics - Highland Park Elementary School (Source: TAPR)							
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Teachers	47.4	48.0	47.6	53	50	50	50
African American	12.6%	8.3%	6.3%	5.9%	6.1%	8.0%	8%
Hispanic	36.2%	45.7%	39.9%	39.5%	37.7%	41.9%	42%
White	40.6%	35.6%	43.3%	42.7%	44%	42.1%	42%
American Indian	0.0%	0.0%	0.0%	0.0%	0%	0%	0
Asian	2.1%	2.1%	4.2%	3.9%	4.1%	4%	4%

Teacher Demographics - Highland Park Elementary School (Source: TAPR)							
Pacific Islander	0.0%	0.0%	0.0%	2.0%	2.0%	0%	0
Two or More Races	8.4%	8.3%	6.3%	5.9%	6.1%	4%	4%

HPES 2023-2024 Staff Demographics

HPES has 20% of the teachers with over 20 years of experience, 34% with 11-20 years of experience, 14% with 6-10 years of experience, and 32% with less than five years of experience.

Teachers by Years of Experience - Highland Park Elementary School (Source: On Data Suite/TAPR)							
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Beginning Teachers	0.0%	2.1%	4.2%	0%	4.1%	10%	10%
1-5 Years of Experience	23.7%	25.0%	23.1%	27.6%	25.9%	21.9%	22%
6-10 Years of Experience	29.4%	20.8%	26.3%	23%	14.6%	14%	14%
11-20 Years of Experience	42.6%	45.9%	37.8%	39.5%	41.6%	34.3%	34%
Over 20 Years of Experience	4.2%	6.2%	8.6%	9.9%	13.8%	19.9%	20%

Demographics Strengths

- Diversity is a strength at HPES; families represent 34 languages on our campus.
- Highland Park has been established for 18 years and has a well-established staff with low mobility
- Highland Park has a low turnover rate of teachers.
- Highland Park staff is diverse and reflects the student population.
- Highland Park Staff has a high number of TIA designated teachers

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): HPES had a 7% increase in the number of emergent bilingual students over the last five years. **Root Cause:** HPES staff needs continued training on effective English Learner strategies to address the second language needs of many of our students.

Problem Statement 2 (Prioritized): HPES had a 12% Increase in At-risk identified students over the last five years. **Root Cause:** HPES staff needs continued training on effective strategies in supporting students who meet at-risk criteria.

Student Learning

Student Learning Summary

At the End of the School Year 2024-2025 District Universal Screener, Highland Park achieved the following in comparison with district goals:

Star 360 Reading: District Goal 60%, HPES 61.7%

Star 360 Reading Spanish: District Goal 60%, HPES 57%

Star 360 Math: District Goal 60%, HPES 75.2%

Star 360 Math Spanish: District Goal 60%, HPES 76.1%

TPRI and TPRI 1st & 2nd Grade:

1st Grade Reading	Significant Intervention Needed	Moderate Intervention Needed	Possible Intervention Needed	No Intervention Needed
English- TPRI Beg. of Year	46.51%	15.12%	13.95%	24.82%
English TPRI End of Year	14.74%	21.05%	16.84%	47.37%
Spanish- Tejas Lee Beg. of Year	70.97%	12.9%	9.68%	6.45%
Spanish - Tejas Lee End of Year	19.44%	2.78%	16.67%	61.11%

2nd Grade Reading	Significant Intervention Needed	Moderate Intervention Needed	Possible Intervention Needed	No Intervention Needed
English- TPRI Beg. of the Year	30.56%	12.96%	23.15%	33.33%
English TPRI- End of the Year	12.84%	5.5%	10.09%	71.56%

2nd Grade Reading	Significant Intervention Needed	Moderate Intervention Needed	Possible Intervention Needed	No Intervention Needed
Spanish Tejas Lee-Beg. of the Year	33.33%	12.12%	33.33%	21.21%
Spanish Tejas Lee-End of the Year	19.44%	8.33%	25%	47.22%

During the 2023-2024 Emergent Bilingual Students in Grades K-5 participated in the TELPAS assessment

Beginner	Intermediate	Advanced	Advanced High
23%	29%	30%	17%

2024 STAAR Domain 1 outcomes:

STAAR Reading	Approaches	Meets	Masters
2021	83%	57%	33%
2022	90%	71%	45%
2023	86%	68%	41%
2024	86%	68%	42%
STAAR Math	Approaches	Meets	Masters
2021	79%	52%	31%
2022	85%	64%	38%
2023	86%	64%	31%
2024	81%	60%	29%
STAAR Science	Approaches	Meets	Masters
2021	71%	36%	16%
2022	75%	51%	23%
2023	81%	48%	24%

STAAR Reading	Approaches	Meets	Masters
2024	58%	23%	5%

As per Anticipated Closing the Gaps Targets:

Academic Achievement: All TEA Interim Targets were met.

Growth: TEA Interim Target Reading Growth was met. Math was met for the Hispanic group.

English Language Proficiency: All TEA Interim and long-term Targets were met.

Student Success: All TIA Interim Targets were met.

Accountability Ratings

2024 Accountability letter grades for 2024 have not been released, but the anticipated ratings for HPES are listed below.

Domain 1: Student Achievement	Domain 2 A: School Progress/Academic Growth	Domain 2B: School Progress/relative Performance	Domain 3: Closing the Gaps	Overall Projected Rating
85-B	78-C	80-B	81-B	84-B

Student Learning Strengths

- HPES's overall student performance is in the top 5 performing campuses in the district.
- For the 2023-2024 school year, Highland Park scored at or above the district goals in the District Universal Screener, Star 360 Reading Eng. & Star 360 Math Eng/Span.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 61.7% of our students are meeting the At/Above Benchmark level for Reading Proficiency based on the District Benchmark goal as of May 2024. **Root Cause:** Tier 2 & Tier 3 instruction is not consistent across grade levels.

Problem Statement 2 (Prioritized): 75.2% of our students are meeting the At/Above Benchmark level for Math Proficiency based on the District Benchmark goal as of May 2024. **Root Cause:** Math strategies are not consistent across grade levels.

Problem Statement 3 (Prioritized): The Special Education student groups performed significantly below on the 2024 HPES READING STAAR assessments by scoring 32%, 41%, and 32% below the All Student group respectively in grades 3, 4, and 5. **Root Cause:** The Special Education student group needs significant academic support. HPES needs more training in high-yield strategies that best support general education classrooms.

Problem Statement 4 (Prioritized): The Special Education student group performed significantly below the 2024 HPES MATH STAAR assessments by scoring 35%, 33 %, and 27% below the All Students group in grades 3, 4, and 5. **Root Cause:** The Special Education student group needs significant academic support. HPES teachers need more training in high-yield strategies that best support in general education classrooms.

Problem Statement 5 (Prioritized): Fifth Grade 2024 STAAR Science Master scores were not comparable to Reading and Math STAAR Master scores. Science had 5% of students reach Masters level, Reading had 42% and Math had 29% at Masters. **Root Cause:** HPES teachers need continues training in high yield, hands-on instruction for students.

Problem Statement 6: HPES did not meet the Math Growth interim target for the All Students group. **Root Cause:** Tier I instruction is inconsistent, and HQIM was not utilized with fidelity across all grade levels.

Problem Statement 7: HPES students achieved a lower growth in 2023 than in previous years. **Root Cause:** Systems for monitoring student growth in grades 4 and 5 need to be consistent.

School Processes & Programs

School Processes & Programs Summary

HPES follows the district curriculum when planning for instructional purposes. We utilize the Professional Learning Community (PLC) model to review our progress and plan actions related to that progress or lack thereof. During PLC, each grade level goes through the Knowledge Package process per subject area. Teachers have engaged in data action protocols after every district assessment. Teachers follow the data protocols to identify areas of need and create plans to reteach based on the data analyzed. Highland Park will provide language arts and math-accelerated instruction to students who have not reached the Approaches level on STAAR. Tutoring and HB1416 acceleration will occur before, during Language Arts & Math designated times, and after school. Students needing acceleration support will also be placed with TIA-designated teachers when possible.

Our after-school meetings follow the following schedule:

- PSST - every Monday after school
- PLC - Tuesday during conference times
- Committees/Grade Level Leaders - 1st Wednesday of the month
- Staff Meeting - 2nd Wednesday of the month
- Campus-Wide PLC - 3rd Wednesday of the month
- Vertical Teams - 4th Wednesday of the month
- CAAC Meeting - 5th Wednesday of the month

Regarding personnel, we utilize grade-level relevant committees for all interviews. We ensure that, when applicable, at least one bilingual representative is present. To ensure we support staff members, we value time, provide relevant professional development, and plan an extended planning period every nine weeks.

HPES serves students from Early Childhood PK-4 through 5th Grade with 5-6 teachers at each grade level. Each grade level has monolingual and dual language classes.

All staff at HPES have been trained in Restorative Practices. The campus assistant principal and one teacher from each grade level and department make up the PBIS committee, which meets once a month and reviews monthly campus behavior management data. During the 2023-2024 school year, there were 125 discipline referrals and 23 special education student removals.

School Processes & Programs Strengths

- Consistent weekly guided PLC meetings with the campus administration team and grade-level teachers in which impact cycles, knowledge packages, data protocols, and grade-level needs are implemented.
- 3rd - 5th-grade tutoring was focused on Reading, Math, and Writing between 7:30-8:15 every Tuesday, Wednesday, and Thursday during the Spring semester. Tutoring focus was on supporting students in order to close academic gaps.
- HPES Campus offers services such as Gifted and Talented, ESL, General Education Intervention, 504, Dyslexia Intervention, and Special Education in order to meet students' needs.
- HPES has a very active PTO committee that is very involved in supporting the school in day-to-day activities and fundraising efforts.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 2023-2024 Spring Campus Upbeat Survey shows 73% of our staff feels the staff development provided helps improve their teaching. **Root Cause:** Professional Development needs to continue to be differentiated by grade level needs.

Problem Statement 2 (Prioritized): 2023-2024 student attendance rate is at 95.2%, which is 2.8%, below the campus goal of 98%. **Root Cause:** Students have been absent more than regularly due to Covid illness and quarantine protocols.

Perceptions

Perceptions Summary

Based on high teacher retention rates, parent feedback, and student feedback, Highland Park has an overall positive school culture and climate. The campus has an overall family feel. Many of the teachers live within the community, and their children go to HPES, contributing to the all-in philosophy of Highland Park "All means All". Campus Upbeat Survey indicates 98% of HPES staff go above and beyond to support students, and 100% build trusting relationships with parents.

2023-2024 Campus Upbeat survey indicated the following:

98% of our Highland Park staff feel campus administrators respect staff, students, and families of all backgrounds.

100% of our Highland Park staff feel that parents and teachers at our school work together as partners

100% of our Highland Park staff feel the employees at our school strive to help all students feel like they belong.

Perceptions Strengths

2023-2024 Campus Upbeat Survey indicates 100% feel like parents and teachers work together as partners.

2023-2024 Campus Upbeat Survey indicates 100% feel teachers build trusting relationships with parents

2023-2024 Campus Upbeat Survey indicates 98% feel parents have confidence in teachers

2023-2024 Campus Upbeat Survey indicates 100% feel campus administrators view teachers as experts.

2023-2024 Campus Upbeat Survey indicates 100% feel administrators at my school value the perspectives of teachers from different races, ethnicities, and cultures.

2023-2024 Campus Upbeat Survey indicates 98% feel administrators at my school respect staff, students, and families of all backgrounds.

2023-2024 Campus Upbeat Survey indicates 100% feel teachers at my school strive to help all students feel like they belong.

2023-2024 Campus Upbeat Survey indicates 100% feel our school proactively involves all families in our school community.

2023-2024 Campus Upbeat Survey indicates 93% feel our teachers take shared responsibility for the overall success of my school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 2023-2024 Spring Campus Upbeat Survey indicates 22% of staff feel rules for student behavior are not consistently enforced by teachers at

HPES, even for students who are not in their classes. **Root Cause:** HPES had an increase in behavior due to students' high social-emotional needs. Staff at HPES needs to continue learning and engaging in restorative practices.

Priority Problem Statements

Problem Statement 1: HPES had a 7% increase in the number of emergent bilingual students over the last five years.

Root Cause 1: HPES staff needs continued training on effective English Learner strategies to address the second language needs of many of our students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: HPES had a 12% Increase in At-risk identified students over the last five years.

Root Cause 2: HPES staff needs continued training on effective strategies in supporting students who meet at-risk criteria.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 61.7% of our students are meeting the At/Above Benchmark level for Reading Proficiency based on the District Benchmark goal as of May 2024.

Root Cause 3: Tier 2 & Tier 3 instruction is not consistent across grade levels.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 75.2% of our students are meeting the At/Above Benchmark level for Math Proficiency based on the District Benchmark goal as of May 2024.

Root Cause 4: Math strategies are not consistent across grade levels.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 2023-2024 Spring Campus Upbeat Survey shows 73% of our staff feels the staff development provided helps improve their teaching.

Root Cause 5: Professional Development needs to continue to be differentiated by grade level needs.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 2023-2024 Spring Campus Upbeat Survey indicates 22% of staff feel rules for student behavior are not consistently enforced by teachers at HPES, even for students who are not in their classes.

Root Cause 6: HPES had an increase in behavior due to students' high social-emotional needs. Staff at HPES needs to continue learning and engaging in restorative practices.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: The Special Education student groups performed significantly below on the 2024 HPES READING STAAR assessments by scoring 32%, 41%, and 32% below the All Student group respectively in grades 3, 4, and 5.

Root Cause 7: The Special Education student group needs significant academic support. HPES needs more training in high-yield strategies that best support general education classrooms.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: The Special Education student group performed significantly below the 2024 HPES MATH STAAR assessments by scoring 35%, 33 %, and 27% below the All Students group in grades 3, 4, and 5.

Root Cause 8: The Special Education student group needs significant academic support. HPES teachers need more training in high-yield strategies that best support in general education classrooms.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Fifth Grade 2024 STAAR Science Master scores were not comparable to Reading and Math STAAR Master scores. Science had 5% of students reach Masters level, Reading had 42% and Math had 29% at Masters.

Root Cause 9: HPES teachers need continues training in high yield, hands-on instruction for students.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: 2023-2024 student attendance rate is at 95.2%, which is 2.8%, below the campus goal of 98%.

Root Cause 10: Students have been absent more than regularly due to Covid illness and quarantine protocols.

Problem Statement 10 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, 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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals





Revised/Approved: June 3, 2024

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 1: Highland Park will support teacher knowledge and growth by providing at least 6 differentiated opportunities for ongoing, intentional professional development to support student learning and development during the school year.

Evaluation Data Sources: Professional development surveys will be completed at the end of each session to check for the quality of PD. Professional learning opportunities will be reviewed annually. PLC and staff meeting agendas will be reviewed annually.

Strategy 1 Details	Reviews			
<p>Strategy 1: Highland Park will support teachers by providing opportunities for high-quality professional development, including but not limited to staff meetings, PLC meetings, Region 13 workshops, and specifically targeted conferences. HPES will use campus Google survey and district climate survey feedback to identify areas of need.</p> <p>Strategy's Expected Result/Impact: Staff will remain current in best teaching best practices as observed through instructional walk-throughs, and T-TESS walkthroughs.</p> <p>Staff Responsible for Monitoring: Campus Administration Team</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Staff Deveopment for Lead Forward, Solution Tree, Region 13, Dyslexia, Intervention, TABE - 211 - Title I - 13 6411 00 116 5 30 000 - \$5,890, Substitutes for teachers to attend staff development and or observe eachother teaching. - 199 - State Comp Ed - E 11 6118 00 116 0 24 116 - \$485</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Highland Park will utilize T-TESS data and staff surveys to determine the Professional Development needs of the instructional staff.</p> <p>Strategy's Expected Result/Impact: Targeted Professional Development will prepare staff to best meet student needs based on staff professional development surveys.</p> <p>Staff Responsible for Monitoring: Campus Administration Team</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Highland Park administrators and teachers will attend at least three PfISD job fairs in the Spring to recruit highly qualified teachers.</p> <p>Strategy's Expected Result/Impact: Recruitment of highly qualified teachers Be fully staffed</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 2023-2024 Spring Campus Upbeat Survey shows 73% of our staff feels the staff development provided helps improve their teaching. Root Cause: Professional Development needs to continue to be differentiated by grade level needs.</p>

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 1: By June 2025, there will be an 8% increase in both Growth and Meets Grade Level performance on STAAR Math tests across grades 3-5 for all student groups to meet all Closing the Gaps interim targets.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:

- Math Academic Growth from 64% to 72%
- Approaches from 81% to 89%
- Meets from 60% to 68%
- Masters from 29% to 37%

To meet HB3 Early Childhood Math Goals:

The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR Math will increase from 64% in June 2024 to 66% by June 2025 and 76% by June 2030.





High Priority

HB3 Goal

Evaluation Data Sources: STAAR results, Accountability reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education teachers will train general Education Inclusion teachers on instructional practices that meet the students' IEP goals for Reading and Math.</p> <p>Strategy's Expected Result/Impact: Special Education Instruction and General Education instruction will collaborate weekly to address gaps in learning while continuing to further knowledge on grade-level TEKS.</p> <p>Staff Responsible for Monitoring: Special Education Teachers, Principal, Assistant Principal</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Math instruction will incorporate critical writing/math journals 30% of the time. Math stations will be incorporated and manipulatives/materials and software needed will be purchased to support.</p> <p>Strategy's Expected Result/Impact: Rigor will increase as a result of implemented math problem solving and critical writing.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Math Manipulatives/Resources/Materials - 199 - State Comp Ed - 199 E 11 6399 04 116 0 24 116 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: PLC Leads will facilitate math data analysis with 3rd grade PLC utilizing Data into Action Protocols and new TEKS alignment document.</p> <p>Strategy's Expected Result/Impact: Data will inform Tier 1 and Tier 2 reading instructional changes.</p> <p>Data and new TEKS alignment document will assist team in identifying one long-term reading goal for the school year.</p> <p>Staff Responsible for Monitoring: Campus Administration Team</p> <p>Problem Statements: Student Learning 2, 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Highland Park will provide tier 2 & 3 intervention, and after-school tutoring to at-risk or below-grade-level students to meet one year's growth in math.</p> <p>Strategy's Expected Result/Impact: Students will increase their math-level performance as measured by the CPALLS, TX-KEA, TPRI, Tejas LEE, and Star 360 district assessments.</p> <p>Meet HB3 Early Childhood Literacy Goals of grade level or above performance: (See also addendum for HB3 goals by student groups) Students will increase their reading level performance, as measured by CPALLS, TX-KEA, TPRI, Tejas LEE, and Star 360 district assessments.</p> <p>-PK: the percentage of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 98% in June 2024, maintain at 98% by June 2025, and increase to 100% by June 2030. -Kindergarten: the percentage of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 67% in June 2024 to 68% by June 2025 and increase to 72% by June 2030. 1st--3rd Grade: The percentage of 1st--3rd-grade students who score on grade level or above in math on Star360 and STAAR math assessments will increase from 67% in June 2024 to 68% by June 2025 and to 73% by June 2030.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Problem Statements: Student Learning 2, 4 Funding Sources: Academic Software - 211 - Title I - 11 6396 00 116 5 30 000 - \$6,100</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Instruction in Math, Reading and Science will incorporate critical writing/ journals 30% of the time. Academic stations will be incorporated and manipulatives/materials and software needed will be purchased to support.</p> <p>Strategy's Expected Result/Impact: Increased rigor of instruction and hands on learning</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Administrators</p> <p>Problem Statements: Student Learning 3, 4, 5 Funding Sources: Instructional resources/manipulatives for Tier 1, 2, and Tier 3 instruction - 211 - Title I - 211 11 6399 00 116 5 30 000 - \$7,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: 75.2% of our students are meeting the At/Above Benchmark level for Math Proficiency based on the District Benchmark goal as of May 2024. Root Cause : Math strategies are not consistent across grade levels.</p>

Student Learning

Problem Statement 3: The Special Education student groups performed significantly below on the 2024 HPES READING STAAR assessments by scoring 32%, 41%, and 32% below the All Student group respectively in grades 3, 4, and 5. **Root Cause:** The Special Education student group needs significant academic support. HPES needs more training in high-yield strategies that best support general education classrooms.

Problem Statement 4: The Special Education student group performed significantly below the 2024 HPES MATH STAAR assessments by scoring 35%, 33 %, and 27% below the All Students group in grades 3, 4, and 5. **Root Cause:** The Special Education student group needs significant academic support. HPES teachers need more training in high-yield strategies that best support in general education classrooms.

Problem Statement 5: Fifth Grade 2024 STAAR Science Master scores were not comparable to Reading and Math STAAR Master scores. Science had 5% of students reach Masters level, Reading had 42% and Math had 29% at Masters. **Root Cause:** HPES teachers need continues training in high yield, hands-on instruction for students.

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 2: By June 2025, there will be an 8% increase in both Growth and Meets Grade Level performance on STAAR Reading Language Arts (RLA) tests across grades 3-5 for all student groups to meet all Closing the Gaps interim targets.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:

- RLA Academic Growth from 72% to 80%
- Approaches from 86% to 94%
- Meets from 68% to 76%
- Masters from 42% to 50%

To meet HB3 Early Childhood Literacy Goals:





The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR RLA will increase from 68% in June 2024 to 70% by June 2025 and to 80% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR results, Accountability reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Highland Park will continue to build its literacy program by providing teacher training and equipping classrooms with intervention materials and tier 2 materials to support literacy with a focus on diversified literature. Teachers will utilize these materials during their literacy stations.</p> <p>Strategy's Expected Result/Impact: Teachers will implement the literacy stations with fidelity, which will be evident during T-TESS walkthroughs.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Highland Park instructional staff will continue developing anchor charts that support Tier I instruction for all core subjects; Math, Science, Language Arts, and Social Studies.</p> <p>Strategy's Expected Result/Impact: Anchor Charts will be created with the students, visibly posted, and reviewed and the beginning, middle and end of the lessons in 100% of classrooms as measured/observed through T-TESS walkthroughs.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Instructional Coach</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Highland Park will utilize the campus science lab and stem scopes materials to increase student exposure to hands-on activities supporting the Kinder-5 Science TEKS.</p> <p>Strategy's Expected Result/Impact: Teachers K-5 will utilize science STEM scopes resources and lesson delivery thus resulting in increased foundational science skills and knowledge.</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Highland Park will provide tier 2 & 3 intervention, Dyslexia, and after-school tutoring to at-risk or below-grade-level students to meet one year's growth in reading.</p> <p>Strategy's Expected Result/Impact: Students will increase reading level performance as measured by CPALLS, TX-KEA, TPRI, Tejas LEE, and Star 360 district assessments.</p> <p>Meet HB3 Early Childhood Literacy Goals of grade level or above performance: (See also addendum for HB3 goals by student groups)</p> <ul style="list-style-type: none"> -PK: the percentage of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 33% in June 2024 to 37% by June 2025 and by 60% by June 2030. -Kindergarten: The percentage of kindergarten students who score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 48% in June 2024 to 50% by June 2025 and 60% by June 2030. -1st- 3rd Grade: the percent of 1st through 3rd-grade students that score on grade level or above in Reading on the TPRI/Tejas LEE and STAAR Reading assessments will increase from 69% in June 2024 to 71% by June 2025 and 80% by June 2030. <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Intervention Resources- Software - Subscriptions - 199 - State Comp Ed - E 11 6399 00 116 0 24 116 - \$1,000, After School Tutoring/Support - 211 - Title I - 11 6117 0 116 5 30 000 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Highland Park will provide students and parents opportunities for making home-to-school academic connections through two Academic Night activities throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increased Academic connections Increased Reading/Math/Science Scores</p> <p>Staff Responsible for Monitoring: Instructional Staff, Administrators</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: HPES teachers in grades K, 1, 2, 3, Intervention, and Special Education will engage in the TEA Reading Academy training in order to provide students with research based instruction in Grades K-3.</p> <p>Strategy's Expected Result/Impact: Increased foundational skills in grades K-3 & Increased student achievement as measured by Star 360 District Universal Screener</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coach</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: HPES will continue to build its literacy program by providing teacher training and equipping classrooms with reading intervention materials focusing on diversified literature and the science of teaching reading.</p> <p>Strategy's Expected Result/Impact: Teachers will implement the science of teaching reading with fidelity, which will be evident during TESS walkthroughs.</p> <p>Staff Responsible for Monitoring: Campus Administration Team, Teachers</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Intervention materials, classroom small group instruction materials - 199 - State Comp Ed - 199 E 11 6399 16 116 0 24 116 - \$1,500, Manipulative, books, and supplies for intervention. - 199 - State Comp Ed - 199 E 11 6399 00 116 0 24 116 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: HPES had a 7% increase in the number of emergent bilingual students over the last five years. Root Cause: HPES staff needs continued training on effective English Learner strategies to address the second language needs of many of our students.</p>
<p>Problem Statement 2: HPES had a 12% Increase in At-risk identified students over the last five years. Root Cause: HPES staff needs continued training on effective strategies in supporting students who meet at-risk criteria.</p>
Student Learning
<p>Problem Statement 1: 61.7% of our students are meeting the At/Above Benchmark level for Reading Proficiency based on the District Benchmark goal as of May 2024. Root Cause: Tier 2 & Tier 3 instruction is not consistent across grade levels.</p>
<p>Problem Statement 2: 75.2% of our students are meeting the At/Above Benchmark level for Math Proficiency based on the District Benchmark goal as of May 2024. Root Cause : Math strategies are not consistent across grade levels.</p>

Student Learning





Problem Statement 3: The Special Education student groups performed significantly below on the 2024 HPES READING STAAR assessments by scoring 32%, 41%, and 32% below the All Student group respectively in grades 3, 4, and 5. **Root Cause:** The Special Education student group needs significant academic support. HPES needs more training in high-yield strategies that best support general education classrooms.

Problem Statement 5: Fifth Grade 2024 STAAR Science Master scores were not comparable to Reading and Math STAAR Master scores. Science had 5% of students reach Masters level, Reading had 42% and Math had 29% at Masters. **Root Cause:** HPES teachers need continues training in high yield, hands-on instruction for students.

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 3: As measured by Spring 2025 TELPAS, 67% of Emergent Bilingual students will increase their English language proficiency by at least one TELPAS composite level, which will be an increase from 57% progress in the prior year.

Evaluation Data Sources: TELPAS results, Accountability reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The dual language vertical team will meet monthly to review data gathered throughout the academic year and develop plans to address learning cycles of areas of need.</p> <p>Strategy's Expected Result/Impact: Comparisons of MOY and EOY data by student group.</p> <p>Staff Responsible for Monitoring: Administrative Team, Vertical Team Lead</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Dual Language classrooms and common instructional areas will post vocabulary in both English and Spanish and the cognates.</p> <p>Strategy's Expected Result/Impact: Increased STAAR and EOY assessment scores</p> <p>Staff Responsible for Monitoring: Campus Administrative Team, District Multilingual Team</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: HPES had a 7% increase in the number of emergent bilingual students over the last five years. Root Cause: HPES staff needs continued training on effective English Learner strategies to address the second language needs of many of our students.</p> <p>Problem Statement 2: HPES had a 12% Increase in At-risk identified students over the last five years. Root Cause: HPES staff needs continued training on effective strategies in supporting students who meet at-risk criteria.</p>

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 4: HPES will meet the Reading and Math needs of all students through high-quality tiered instruction ensuring at least one year's academic growth for a minimum of 85% of students as measured by TX-KEA, TPRI, Tejas LEE, and Star 360 district assessments in grades Kindergarten through 5th.

Evaluation Data Sources: STAAR results, Star360, TPRI/Tejas Lee results.

Strategy 1 Details	Reviews			
<p>Strategy 1: PLC Leads will facilitate reading data analysis, action plans and new TEKS alignment document during PLC's</p> <p>Strategy's Expected Result/Impact: Data will inform Tier 1 and Tier 2 reading instructional changes.</p> <p>Data and new TEKS alignment document will assist team in identifying one long-term reading goal for the school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators, PLC Leads</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Staff development and extended plannign for data analysis substitutes - 211 - Title I - 11 6112 0 116 5 30 000 - \$3,120</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Highland Park staff will create and implement effective formative common assessments, exit tickets, and quick checks to check for student understanding.</p> <p>Strategy's Expected Result/Impact: 100% of instructional staff will be trained on development of effective assessments, exit tickets, and quick checks. Assessments will be documented in weekly lesson plans.</p> <p>Staff Responsible for Monitoring: Campus Administrators, PLC Leads</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: 61.7% of our students are meeting the At/Above Benchmark level for Reading Proficiency based on the District Benchmark goal as of May 2024. Root Cause: Tier 2 & Tier 3 instruction is not consistent across grade levels.</p>

Student Learning

Problem Statement 2: 75.2% of our students are meeting the At/Above Benchmark level for Math Proficiency based on the District Benchmark goal as of May 2024. **Root Cause** : Math strategies are not consistent across grade levels.

Problem Statement 3: The Special Education student groups performed significantly below on the 2024 HPES READING STAAR assessments by scoring 32%, 41%, and 32% below the All Student group respectively in grades 3, 4, and 5. **Root Cause:** The Special Education student group needs significant academic support. HPES needs more training in high-yield strategies that best support general education classrooms.

Goal 2: PfISD will build a foundation of reading and math.





Performance Objective 5: By June 2025, there will be increases in Meets Grade Level performance on 5th grade STAAR Science tests for all student groups to meet all Closing the Gaps Student Success Status interim targets.

Improved Spring 2025 Science STAAR outcomes from Spring 2024 at each performance level will be:

- Approaches from 58% to 60%
- Meets from 23% to 37%
- Masters from 5% to 13%

Evaluation Data Sources: STAAR results, Accountability reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will conduct observations during science block regularly in order to capture data on-campus implementation hands-on science experiences and consistent use of science lab.</p> <p>Strategy's Expected Result/Impact: Data will inform campus-level decisions to coach and support teachers with the implementation of high-yield instructional practices.</p> <p>Each administrator and coach will conduct at least five weekly TTESS walkthroughs on campus.</p> <p>Increased 5th-grade science performance.</p> <p>Staff Responsible for Monitoring: Campus Administrators , Instructional Coach</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:





Student Learning
<p>Problem Statement 5: Fifth Grade 2024 STAAR Science Master scores were not comparable to Reading and Math STAAR Master scores. Science had 5% of students reach Masters level, Reading had 42% and Math had 29% at Masters. Root Cause: HPES teachers need continues training in high yield, hands-on instruction for students.</p>

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: Highland Park will strengthen the school-home and community connections as measured by at least 80% positive responses on the 2024-2025 parent surveys.

Evaluation Data Sources: Evidence of activities and events sign-in sheets.

Strategy 1 Details	Reviews			
<p>Strategy 1: Highland Park will provide opportunities for families to engage in school events such as pajama reading night, oratorical competitions, veterans day, fine arts performances, field day, health and wellness, and classroom events.</p> <p>Strategy's Expected Result/Impact: Highland Park will create a welcoming school culture by inviting parents to daytime and evening events.</p> <p>Staff Responsible for Monitoring: Campus Administration Team, Counselor,</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: HPES had a 12% Increase in At-risk identified students over the last five years. Root Cause: HPES staff needs continued training on effective strategies in supporting students who meet at-risk criteria.</p>

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: During the 2024-2025 school year, Highland Park will reduce the percentage of office referrals by 20% compared to the 2023-2024 school year, decreasing from 125 referrals to 100 referrals.

Evaluation Data Sources: Monthly Office and monthly comparison data were pulled from Skyward. Monthly discipline data reviewed with the campus climate and culture team

Strategy 1 Details	Reviews			
<p>Strategy 1: Student discipline data will be pulled and reviewed during the monthly PBIS/Restorative Team meetings. Improvement and support plans will be developed based on the data.</p> <p>Strategy's Expected Result/Impact: Increased campus culture will result therefore increasing the quality time spent on instruction.</p> <p>Staff Responsible for Monitoring: PBIS.Restorative Practices Team, Campus Administrator Team</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Highland Park PBIS/Restorative Practices team will update the campus expectation matrix for the school year. Matrix will be reviewed and updated for all common areas and shared with the staff monthly during staff meetings.</p> <p>Strategy's Expected Result/Impact: Updated matrix will be shared during staff meetings.</p> <p>Staff Responsible for Monitoring: PBIS/Restorative Team, Administration team</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: 2023-2024 Spring Campus Upbeat Survey indicates 22% of staff feel rules for student behavior are not consistently enforced by teachers at HPES, even for students who are not in their classes. Root Cause: HPES had an increase in behavior due to students' high social-emotional needs. Staff at HPES needs to continue learning and engaging in restorative practices.</p>

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: Highland Park Elementary will communicate through multiple modalities weekly during 95% of the weeks on the academic calendar.

Evaluation Data Sources: Parent surveys will indicate that school-to-parent communication falls into the Agree or Strongly Agree with category.

Strategy 1 Details	Reviews			
<p>Strategy 1: Highland Park Newsletter will be sent out weekly 95% of the time during the school year. It will also be posted on the principal's blog and campus social media.</p> <p>Strategy's Expected Result/Impact: The newsletter will be saved on the school web page/Principal's blog</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Information and events will be posted in multiple sources including but not limited to campus marquee, list-serve, campus website, Peach-jar, Facebook, twitter, and PTO website.</p> <p>Strategy's Expected Result/Impact: Information accessible to the public</p> <p>Staff Responsible for Monitoring: Administrators, Senior Administrative Associate</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: HPES had a 12% Increase in At-risk identified students over the last five years. Root Cause: HPES staff needs continued training on effective strategies in supporting students who meet at-risk criteria.</p>

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: Highland Park will encourage wellness and safety through a variety of activities planned for monthly events. A minimum of 6 activities of moderate to vigorous levels will be planned during the school year with 95% of the students participating. Student fitness will be assessed utilizing the FitnessGram tool during Physical Education.

Evaluation Data Sources: Each month 95% of the students will participate in wellness and health related activities.

Strategy 1 Details	Reviews			
<p>Strategy 1: A Wellness Committee will be established and will meet a minimum of 6 times during the school year to establish and promote activities designed to encourage wellness. Minutes from the meeting will be uploaded to the shared drive 100% of the meeting times.</p> <p>Strategy's Expected Result/Impact: Improve health awareness, promote activities to relieve stress and positively impact academic production, increase sense of community</p> <p>Staff Responsible for Monitoring: Campus Administrators, committee members</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Highland Park students and parents will engage in health and fitness activities and will participate in Austin's Mayor Challenge as one of the Healthiest schools in Texas.</p> <p>Strategy's Expected Result/Impact: HPES will earn the designation at the end of the school year as one of the Healthiest Schools in Texas.</p> <p>Staff Responsible for Monitoring: Administration , Physical Education teacher and Educational Associate</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: HPES had a 12% Increase in At-risk identified students over the last five years. Root Cause: HPES staff needs continued training on effective strategies in supporting students who meet at-risk criteria.</p>

School Processes & Programs

Problem Statement 2: 2023-2024 student attendance rate is at 95.2%, which is 2.8%, below the campus goal of 98%. **Root Cause:** Students have been absent more than regularly due to Covid illness and quarantine protocols.

Goal 4: PfISD will improve low performing schools.


Performance Objective 4: Highland Park Elementary will host at least 1 student/parent academically responsive activity per semester designed to increase parent knowledge, participation, and improved student academic outcomes.

Evaluation Data Sources: Feedback forms will be provided at the end of the event, academic outcomes

Strategy 1 Details	Reviews			
<p>Strategy 1: HPES will host Science Night and Pajama Storytime for families during the Fall and Spring semesters of the 2024-2025 school year and provide families with literacy materials.</p> <p>Strategy's Expected Result/Impact: Sense of community and the home-to-school connection and encourage reading</p> <p>Staff Responsible for Monitoring: Librarian, Teachers, Lang. Arts vertical team</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Reading Materials/Manipulatives/Instructional Games/Resources for Pajama Reading Night, Science Night, Math Night. - 211 - Title I - 61 6399 61 116 5 30 000 - \$1,049</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: HPES will host Diversity Night and 3rd Grade Market for families during the Fall and Spring semester of the 2024-2025 school year.</p> <p>Strategy's Expected Result/Impact: Promote sense of community and the home to school connection and encourages reading, social studies, and math.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Administrators</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Resources/Materials needed for PK-2 diversity night and 3rd grade market. - 211 - Title I - 11 6399 00 116 5 30 000 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Highland Park Elementary will support with student registrations and language testing for new families.</p> <p>Strategy's Expected Result/Impact: Determine the language of instruction and program placement</p> <p>Staff Responsible for Monitoring: Campus Administrators & Registrar</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Demographics





Problem Statement 1: HPES had a 7% increase in the number of emergent bilingual students over the last five years. **Root Cause:** HPES staff needs continued training on effective English Learner strategies to address the second language needs of many of our students.

Problem Statement 2: HPES had a 12% Increase in At-risk identified students over the last five years. **Root Cause:** HPES staff needs continued training on effective strategies in supporting students who meet at-risk criteria.

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: During the 2024-2025 school year, Highland Park will improve student attendance rates from 95% in the prior year to 98%. Chronic Absenteeism will be reduced from 12.7% to 9.7%.

Evaluation Data Sources: Attendance rates, Chronic Absenteeism rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly attendance will be reviewed and parents will be contacted when students miss 2 consecutive days or when the student accumulates 3 or more absences.</p> <p>Strategy's Expected Result/Impact: Parent awareness will increase, and student attendance will improve. Call logs will demonstrate administrator-to-parent communication.</p> <p>Staff Responsible for Monitoring: Campus Administration Team, Registrar</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Highland Park will promote attendance through various modes such as communication via the campus newsletter, website, morning announcements, and monthly attendance committee meetings.</p> <p>Strategy's Expected Result/Impact: Increase awareness about and attendance percentages</p> <p>Staff Responsible for Monitoring: Campus Administrator Team Registrar, Teachers</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 5 Problem Statements:





School Processes & Programs
<p>Problem Statement 2: 2023-2024 student attendance rate is at 95.2%, which is 2.8%, below the campus goal of 98%. Root Cause: Students have been absent more than regularly due to Covid illness and quarantine protocols.</p>

Goal 4: PfISD will improve low performing schools.

Performance Objective 6: Highland Park Elementary's 2025 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

- Overall Rating will improve from B to A or above
- Domain 1 Rating will improve from B to A or above
- Domain 2 Rating will improve from B to A or above
- Domain 3 Rating will improve from B to A or above

Evaluation Data Sources: Accountability reports

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of Highland Park teachers will engage in highly effective Professional Learning Community (PLC) structures focused on the four critical questions, in addition to meeting weekly for team collaboration and lesson planning.</p> <p>Strategy's Expected Result/Impact: Improved teaching alignment, stronger professional practices, data-driven instruction, and progress toward campus academic goals.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of Highland Park teachers will utilize High Quality Instructional Materials (HQIMs) to ensure comprehensive coverage of TEKS, support evidence-based practices, accommodate all learners, and facilitate regular progress monitoring.</p> <p>Strategy's Expected Result/Impact: Students will access grade-level content in all subject areas as evidenced through campus walkthroughs.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 1: 61.7% of our students are meeting the At/Above Benchmark level for Reading Proficiency based on the District Benchmark goal as of May 2024. **Root Cause:** Tier 2 & Tier 3 instruction is not consistent across grade levels.

Problem Statement 2: 75.2% of our students are meeting the At/Above Benchmark level for Math Proficiency based on the District Benchmark goal as of May 2024. **Root Cause** : Math strategies are not consistent across grade levels.

State Compensatory

Budget for Highland Park Elementary School

Total SCE Funds: \$5,985.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

The State Compensatory Education (SCE) funds for Highland Park Elementary support student learning through various programs and resources, including language testing during registration, tutoring services, and essential intervention tools like software and supplies. The funds also provide math manipulatives for Tier 2 and Tier 3 interventions and math stations. For English Language Arts (ELA) and Spanish Language Arts (SLA), they fund manipulatives and materials for Tier 2 and Tier 3 interventions and literacy stations, ensuring targeted support for academic growth.

Personnel for Highland Park Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Freddy Diaz Lopez	Bilingual Intervention	1
Kristen Kimbell	Intervention	1

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
District Representative	Player Richardson	Coordinator of Assessments
Business Representative	Anna Vazquez	MBI Construction
Business Representative	Eddie Banales	Pflugerville Realty
Parent	Jesus Olivas	Parent
Classroom Teacher	Lucero Ceballos	Special Education Teacher
Classroom Teacher	Brianna Thompson	Special Education Teacher
Classroom Teacher	Cynthia Sadler	3rd Grade Dual Language Teacher
Classroom Teacher	Margaret Herrmann	2nd Grade Teacher
Classroom Teacher	Karen Rojas	Kindergarten Grade Teacher
Administrator	Pamela LeDay	Assistant Principal
Administrator	Lizbeth Ruiz	Principal

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes for teachers to attend staff development and or observe eachother teaching.	E 11 6118 00 116 0 24 116	\$485.00
2	1	2	Math Manipulatives/Resources/Materials	199 E 11 6399 04 116 0 24 116	\$1,500.00
2	2	4	Intervention Resources- Software - Subscriptions	E 11 6399 00 116 0 24 116	\$1,000.00
2	2	7	Intervention materials, classroom small group instruction materials	199 E 11 6399 16 116 0 24 116	\$1,500.00
2	2	7	Manipulative, books, and supplies for intervention.	199 E 11 6399 00 116 0 24 116	\$1,500.00
Sub-Total					\$5,985.00
Budgeted Fund Source Amount					\$5,985.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staff Deveopment for Lead Forward, Solution Tree, Region 13, Dyslexia, Intervention, TABE	13 6411 00 116 5 30 000	\$5,890.00
2	1	4	Academic Software	11 6396 00 116 5 30 000	\$6,100.00
2	1	5	Instructional resources/manipulatives for Tier 1, 2 , and Tier 3 instruction	211 11 6399 00 116 5 30 000	\$7,500.00
2	2	4	After School Tutoring/Support	11 6117 0 116 5 30 000	\$5,000.00
2	4	1	Staff development and extended plannign for data analysis substitutes	11 6112 0 116 5 30 000	\$3,120.00
4	4	1	Reading Materials/Manipulatives/Instructional Games/Resources for Pajama Reading Night, Science Night, Math Night.	61 6399 61 116 5 30 000	\$1,049.00
4	4	2	Resources/Materials needed for PK-2 diversity night and 3rd grade market.	11 6399 00 116 5 30 000	\$2,000.00
Sub-Total					\$30,659.00
Budgeted Fund Source Amount					\$30,659.00
+/- Difference					\$0.00
Grand Total Budgeted					\$36,644.00
Grand Total Spent					\$36,644.00
+/- Difference					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Child Abuse and Neglect	Chief Human Resources Officer	9/3/2024	Karen Shah	9/3/2024
Coordinated Health Program	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Dropout Prevention	Executive Director of Student Affairs, Assistant Superintendent	9/3/2024	Karen Shah	9/3/2024
Dyslexia Treatment Program	Executive Director of Special Education	9/3/2024	Karen Shah	9/3/2024
Title I, Part C Migrant	Director of Federal & State Programs	9/3/2024	Karen Shah	9/3/2024
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	9/3/2024	Karen Shah	9/3/2024
Post-Secondary Preparedness	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	9/3/2024	Karen Shah	9/3/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	9/3/2024	Karen Shah	9/3/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Technology Integration	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	9/3/2024	Karen Shah	9/3/2024

Addendums

Early Childhood Literacy Plan Campus Goal - Highland Park ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 68% in Spring 2024 to 80% by June 2030.

Yearly Target Goal

2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
68%	70%	72%	74%	76%	78%	80%	

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	79%	58%	81%	n/a	n/a	n/a	n/a	26%	49%	n/a	54%	n/a	n/a
2024-2025	80%	60%	82%	n/a	n/a	n/a	n/a	28%	51%	n/a	56%	n/a	n/a
2025-2026	81%	62%	83%	n/a	n/a	n/a	n/a	30%	53%	n/a	58%	n/a	n/a
2026-2027	82%	64%	84%	n/a	n/a	n/a	n/a	32%	55%	n/a	60%	n/a	n/a
2027-2028	83%	66%	85%	n/a	n/a	n/a	n/a	36%	57%	n/a	62%	n/a	n/a
2028-2029	84%	68%	86%	n/a	n/a	n/a	n/a	38%	59%	n/a	64%	n/a	n/a
2029-2030	85%	70%	87%	n/a	n/a	n/a	n/a	40%	61%	n/a	66%	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 1 - Highland Park ES

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 33% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
33%	37%	41%	46%	50%	55%	60%	

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	n/a	21%	n/a	n/a	n/a	n/a	n/a	n/a	38%	n/a	29%	n/a	n/a
2024-2025	n/a	26%	n/a	n/a	n/a	n/a	n/a	n/a	42%	n/a	33%	n/a	n/a
2025-2026	n/a	30%	n/a	n/a	n/a	n/a	n/a	n/a	46%	n/a	37%	n/a	n/a
2026-2027	n/a	34%	n/a	n/a	n/a	n/a	n/a	n/a	50%	n/a	41%	n/a	n/a
2027-2028	n/a	40%	n/a	n/a	n/a	n/a	n/a	n/a	54%	n/a	45%	n/a	n/a
2028-2029	n/a	44%	n/a	n/a	n/a	n/a	n/a	n/a	60%	n/a	49%	n/a	n/a
2029-2030	n/a	48%	n/a	n/a	n/a	n/a	n/a	n/a	64%	n/a	53%	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming - All students tested
Of all students, number of students at "Making Acceptable Progress" in all three subtests (Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming) in either English or Spanish (unduplicated)
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 2 - Highland Park ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 48% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
48%	50%	52%	54%	56%	58%	60%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	50%	36%	74%	n/a	n/a	n/a	n/a	20%	39%	n/a	37%	n/a	n/a
2024-2025	53%	40%	75%	n/a	n/a	n/a	n/a	23%	43%	n/a	41%	n/a	n/a
2025-2026	56%	44%	76%	n/a	n/a	n/a	n/a	26%	47%	n/a	44%	n/a	n/a
2026-2027	59%	48%	77%	n/a	n/a	n/a	n/a	29%	51%	n/a	48%	n/a	n/a
2027-2028	62%	52%	78%	n/a	n/a	n/a	n/a	32%	55%	n/a	52%	n/a	n/a
2028-2029	65%	56%	79%	n/a	n/a	n/a	n/a	35%	59%	n/a	56%	n/a	n/a
2029-2030	68%	60%	80%	n/a	n/a	n/a	n/a	38%	63%	n/a	60%	n/a	n/a

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Vocabulary, Letter Names, Spelling - All students tested (where they were view)
Of all students, number of students "On Track" in all three subtests (Vocabulary, Letter Names and Spelling) in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 3 - Highland Park ES

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI/Tejas LEE and STAAR Reading assessments will increase from 69% in Spring 2024 to 80% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
69%	71%	73%	75%	77%	79%	80%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	75%	64%	74%	n/a	79%	n/a	75%	33%	55%	n/a	62%	n/a	n/a
2024-2025	77%	66%	76%	n/a	80%	n/a	77%	35%	56%	n/a	64%	n/a	n/a
2025-2026	79%	68%	78%	n/a	81%	n/a	78%	37%	58%	n/a	66%	n/a	n/a
2026-2027	81%	70%	80%	n/a	82%	n/a	80%	39%	60%	n/a	68%	n/a	n/a
2027-2028	83%	72%	82%	n/a	83%	n/a	82%	41%	62%	n/a	70%	n/a	n/a
2028-2029	85%	74%	84%	n/a	84%	n/a	84%	43%	64%	n/a	72%	n/a	n/a
2029-2030	87%	76%	86%	n/a	85%	n/a	86%	45%	66%	n/a	74%	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade TPRI & Tejas LEE results - All students tested (where they were view)
Of all students, number of students at "No Intervention Needed" in either TPRI or Tejas LEE (unduplicated) + Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

EC Literacy Targeted Professional Development Plan

Strategies are included in the Campus Improvement Plan

Early Childhood Math Plan Campus Goal - Highland Park ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 64% in Spring 2024 to 76% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
64%	66%	68%	70%	72%	74%	76%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	79%	52%	81%	n/a	n/a	n/a	n/a	26%	43%	n/a	43%	n/a	n/a
2024-2025	80%	53%	82%	n/a	n/a	n/a	n/a	30%	45%	n/a	46%	n/a	n/a
2025-2026	81%	54%	83%	n/a	n/a	n/a	n/a	34%	47%	n/a	49%	n/a	n/a
2026-2027	82%	55%	84%	n/a	n/a	n/a	n/a	38%	49%	n/a	52%	n/a	n/a
2027-2028	83%	56%	85%	n/a	n/a	n/a	n/a	42%	51%	n/a	55%	n/a	n/a
2028-2029	84%	57%	86%	n/a	n/a	n/a	n/a	48%	53%	n/a	58%	n/a	n/a
2029-2030	85%	58%	87%	n/a	n/a	n/a	n/a	52%	55%	n/a	61%	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 1 - Highland Park ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 98% in Spring 2024 to 100% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
98%	98%	98%	99%	99%	99%	100%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	n/a	97%	n/a	n/a	n/a	n/a	n/a	n/a	97%	n/a	97%	n/a	n/a
2024-2025	n/a	97%	n/a	n/a	n/a	n/a	n/a	n/a	97%	n/a	97%	n/a	n/a
2025-2026	n/a	98%	n/a	n/a	n/a	n/a	n/a	n/a	98%	n/a	98%	n/a	n/a
2026-2027	n/a	98%	n/a	n/a	n/a	n/a	n/a	n/a	98%	n/a	98%	n/a	n/a
2027-2028	n/a	99%	n/a	n/a	n/a	n/a	n/a	n/a	99%	n/a	99%	n/a	n/a
2028-2029	n/a	99%	n/a	n/a	n/a	n/a	n/a	n/a	99%	n/a	99%	n/a	n/a
2029-2030	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Math - All students tested Of all students, number of students at "Making Acceptable Progress" in Math in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 2 - Highland Park ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 67% in Spring 2024 to 73% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
67%	68%	69%	70%	71%	72%	73%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	58%	61%	83%	n/a	n/a	n/a	n/a	40%	59%	n/a	69%	n/a	n/a
2024-2025	60%	63%	85%	n/a	n/a	n/a	n/a	42%	61%	n/a	71%	n/a	n/a
2025-2026	62%	65%	87%	n/a	n/a	n/a	n/a	43%	63%	n/a	73%	n/a	n/a
2026-2027	64%	67%	89%	n/a	n/a	n/a	n/a	44%	65%	n/a	75%	n/a	n/a
2027-2028	66%	69%	91%	n/a	n/a	n/a	n/a	45%	67%	n/a	77%	n/a	n/a
2028-2029	68%	71%	93%	n/a	n/a	n/a	n/a	46%	69%	n/a	79%	n/a	n/a
2029-2030	70%	73%	95%	n/a	n/a	n/a	n/a	47%	71%	n/a	81%	n/a	n/a

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Math - All students tested (where they were view)

Of all students, number of students "On Track" in math in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 3 - Highland Park ES

The percent of 1st through 3rd grade students that score on grade level or above in math on Star360 and STAAR math assessments will increase from 67% in Spring 2024 to 73% by June 2030.

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
67%	68%	69%	70%	71%	72%	73%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	68%	61%	79%	n/a	68%	n/a	70%	33%	52%	n/a	55%	n/a	n/a
2024-2025	70%	63%	80%	n/a	70%	n/a	72%	35%	54%	n/a	58%	n/a	n/a
2025-2026	72%	65%	81%	n/a	72%	n/a	74%	37%	56%	n/a	60%	n/a	n/a
2026-2027	74%	67%	82%	n/a	74%	n/a	76%	39%	58%	n/a	62%	n/a	n/a
2027-2028	76%	69%	83%	n/a	76%	n/a	78%	41%	60%	n/a	64%	n/a	n/a
2028-2029	78%	71%	84%	n/a	78%	n/a	80%	43%	62%	n/a	66%	n/a	n/a
2029-2030	80%	73%	85%	n/a	80%	n/a	82%	39%	64%	n/a	68%	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade Star360 math results - All students tested (where they were view) Of all students, number of students "At/Above Benchmark" in either English or Spanish (unduplicated) + Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

EC Math Targeted Professional Development Plan

Strategies are included in the Campus Improvement Plan