

Pflugerville Independent School District

Highland Park Elementary School

2025-2026

Accountability Rating: B



Board Approval Date: October 16, 2025
Public Presentation Date: September 24, 2025

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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Highland Park Elementary is a Dual Language campus in Pflugerville ISD. Highland Park has been established for 19 years and has a well-established staff with low mobility. The school is located within the Highland Park North subdivision. The student enrollment is 720 students as of Spring 2025.

The breakdown by grade level for 2024-2025 is as follows:

EE	PK	KG	1st	2nd	3rd	4th	5th
11	44	95	107	92	115	119	123

The number of Economically Disadvantaged students increased by 1% in 2024-2025 compared to the prior year. The number of students receiving Special Education services increased by 6%, and the number of immigrant students increased by 2%.

Student Demographics - Highland Park Elementary School (Source: TAPR & On Data Suite)						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Enrollment	701	672	694	686	671	706
African American	10.4%	9.4%	8.91%	8.31%	9.7%	9.21%
Hispanic	50.5%	50.0%	52.3%	55.39%	55.1%	56.09%
White	26.2%	28.4%	28.1%	26.09%	23.8%	24.08%
American Indian	0.0%	0.0%	0.0%	0.15%	0.3%	0.14
Asian	8.1%	7.6%	5.75%	5.83%	6.7%	5.67
Pacific Islander	0.0%	0.0%	0.0%	0.00%	0.0%	0.0%
Two or More Races	4.7%	4.6%	4.89%	4.23%	4.3%	4.82%

Student Special Program Identification/Participation - Highland Park Elementary School (Source: TAPR & On Data Suite)						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Economically Disadvantaged	33.5%	32.7%	34.7	37.46%	42%	43.34%
Emergent Bilingual	31.5%	32.37%	34.79%	36.7%	38.5%	38.85%
At-Risk	47.4%	56.99%	57.04%	61.08%	59.73%	59.21%
Special Education	13.3%	11.8%	10.34%	10.79%	13.3%	19.83%
Gifted & Talented	6.6%	6.4%	4.7%	5.83%	6.1%	6.09%
Dyslexia	5.1%	6.3%	6.47%	5.98%	6.3%	9.07%
Section 504	8.3%	9.7%	.26%	9.62%	7.9%	6.94%
Immigrant	2.3%	4.3%	3.2%	2.92%	5.4%	7.65%
Homeless	1.6%	1.0%	2.3%	1.90%	0.9%	2.55%
Migrant	0.0%	0.0%	0%	0.00%	0.0%	0%
Campus Mobility Rate	6.7%	7.75%	10.97%	9.72%	Not yet available	

Staff

The 2024-2025 campus staff is comprised of the following:

- Teachers: 53
- Administrative Support: 8
- Educational Aides: 10
- Front Office Support: 3
- Administrators: 2
- Nurse 1

The 2024-2025 campus TIA eligible staff is comprised of the following TIA Designations:

- No Designation: 6
- Recognized: 0
- Exemplary: 6
- Masters: 23

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	2024-2025
Total Teachers	47.4	48.0	47.6	53	50	50	50	43
African American	12.6%	8.3%	6.3%	5.9%	6.1%	8.0%	8%	4.3%
Hispanic	36.2%	45.7%	39.9%	39.5%	37.7%	41.9%	42%	43.3%
White	40.6%	35.6%	43.3%	42.7%	44%	42.1%	42%	45.9%
American Indian	0.0%	0.0%	0.0%	0.0%	0%	0%	0	0%
Asian	2.1%	2.1%	4.2%	3.9%	4.1%	4%	4%	4%
Pacific Islander	0.0%	0.0%	0.0%	2.0%	2.0%	0%	0	0%
Two or More Races	8.4%	8.3%	6.3%	5.9%	6.1%	4%	4%	2.5%

HPES 2024-2025 Staff Demographics

HPES has 25.9% of the teachers with over 20 years of experience, 30.8% with 11-20 years of experience, 13% with 6-10 years of experience, and 30.3% 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	2024-2025
Beginning Teachers	0.0%	2.1%	4.2%	0%	4.1%	10%	10%	0%
1-5 Years of Experience	23.7%	25.0%	23.1%	27.6%	25.9%	21.9%	22%	30.3%
6-10 Years of Experience	29.4%	20.8%	26.3%	23%	14.6%	14%	14%	13%
11-20 Years of Experience	42.6%	45.9%	37.8%	39.5%	41.6%	34.3%	34%	30.8%
Over 20 Years of Experience	4.2%	6.2%	8.6%	9.9%	13.8%	19.9%	20%	25.9%

Demographics Strengths

- Diversity is a strength at HPES; families represent 34 languages on our campus.
- Highland Park has been established for 19 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: Over the past five years, HPES has experienced a 7% increase in the population of emergent bilingual students, creating a greater need for targeted language support across all grade levels.

Root Cause: HPES staff requires ongoing professional development in effective strategies for supporting English Learners in order to better meet the academic and language acquisition needs of our growing emergent bilingual population.

Problem Statement 2: Over the past five years, HPES has seen a 12% increase in the number of students identified as At-Risk, highlighting the need for enhanced support systems to address their academic and social-emotional needs.

Root Cause: HPES staff needs continued professional development in evidence-based strategies to effectively support and engage students who meet At-Risk criteria.

Problem Statement 3: Over the past five years, HPES has experienced a 10% increase in students identified as Economically Disadvantaged, underscoring the importance of maintaining high levels of support to ensure continued academic success.

Root Cause: While Economically Disadvantaged students at HPES have historically performed comparably to the overall campus population, the growing number of these students requires staff to receive ongoing professional development in effective, research-based strategies to meet their unique needs.

Problem Statement 4: Over the past five years, HPES has experienced a 6% increase in students identified for Special Education services, with data indicating an academic performance gap between these students and the overall student population.

Root Cause: Students receiving Special Education services in grades PK-5 are underperforming compared to their peers. HPES requires additional staffing and targeted professional development to effectively meet the diverse instructional and support needs of all learners.

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 66.5%

Star 360 Reading Spanish: District Goal 60%, HPES 59.8%

Star 360 Math: District Goal 60%, HPES 74.1%

Star 360 Math Spanish: District Goal 60%, HPES 71.6%

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 2024-2025 Emergent Bilingual Students in Grades K-5 participated in the TELPAS assessment

Beginner	Intermediate	Advanced	Advanced High

Accountability Domain 1 - Student Achievement outcomes:

STAAR Reading/RLA	Approaches	Meets	Masters
2021	83%	57%	33%
2022	90%	71%	45%
2023	86%	68%	41%
2024	86%	68%	42%
2025	85%	67%	42%
STAAR Math	Approaches	Meets	Masters
2021	79%	52%	31%
2022	85%	64%	38%
2023	86%	64%	31%
2024	81%	60%	29%
2025	80%	57%	34%
STAAR Science	Approaches	Meets	Masters

STAAR Reading/RLA	Approaches	Meets	Masters
2021	71%	36%	16%
2022	75%	51%	23%
2023	81%	48%	24%
2024	58%	23%	5%
2025	72%	28%	9%

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		85	B	
Student Achievement		89	B	70%
STAAR Performance	59	89		
College, Career and Military Readiness				
Graduation Rate				
School Progress		84	B	0%
Academic Growth	66	74	C	
Relative Performance (Eco Dis: 43.5%)		84	B	✓
Closing the Gaps	54	77	C	30%

Missed Closing the Gaps Targets

- Academic Achievement in Math: Asian student group
- Academic Growth in Math: All Students, Hispanic student group, Asian student group, High Focus student group
- Academic Growth in RLA: Asian student group
- Student Success: Asian student group

Student Learning Strengths

HPES ranks among the top five performing campuses in the district based on overall student achievement. Additionally, HPES is the highest performing Dual Language, Title I campus within the district.

During the 2024–2025 school year, Highland Park met or exceeded district goals on the District Universal Screener, as well as on the Star 360 Reading (English) and Star 360 Math (English/Spanish) assessments.

Additionally, 100% of our 5th-grade Dual Language students passed the AAPPL exam and earned Spanish I High School credit.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: As of May 2025, 66.5% of HPES students in Reading English and 59.8% in Reading Spanish are performing at or above the benchmark for reading proficiency, based on the district's benchmark goals. This highlights a continued need to strengthen support for students who are not yet meeting grade-level expectations in both language programs.

Root Cause: Tier 2 and Tier 3 reading interventions are not implemented consistently across grade levels, leading to gaps in targeted support for struggling readers.

Problem Statement 2: As of May 2025, 74.1% of HPES students testing in Math English and 71.6% testing in Math Spanish are performing at or above the benchmark for math proficiency, based on the district's benchmark goals. This indicates a need to strengthen support for students not yet meeting grade-level expectations in math.

Root Cause: Instructional strategies for math are not consistently implemented across grade levels, leading to gaps in conceptual understanding and skill development for some students.

Problem Statement 3: On the 2025 HPES Reading STAAR assessments, Special Education student groups performed significantly below the All Student group, scoring __%, __%, and __% lower in grades 3, 4, and 5 respectively. This performance gap highlights the need for targeted support and instructional adjustments to better meet the needs of students receiving Special Education services.

Root Cause: The Special Education student group requires significant academic support. HPES staff needs additional training in high-impact instructional strategies that effectively support inclusive practices and meet the diverse learning needs of students within general education classrooms.

Problem Statement 4: The Special Education student group performed significantly below the All Students group on the 2025 HPES Math STAAR assessments, scoring __%, __%, and __% lower in grades 3, 4, and 5, respectively. This gap highlights the need for targeted interventions to support these students' academic growth.

Root Cause: Students in the Special Education group require substantial academic support. HPES teachers need additional training in high-yield instructional strategies to effectively support these students within the general education classroom setting.

Problem Statement 5: HPES did not meet the [insert specific growth] interim target for the [insert student group] group.

Root Cause: Tier I instruction was inconsistent, and high-quality instructional materials (HQIM) were not implemented with fidelity across all grade levels.

Problem Statement 6: In 2025, HPES students demonstrated a decline in academic growth indicating a need for strengthened progress-monitoring and instructional support systems.

Root Cause: Student growth is not consistently monitored in grades 4 and 5, making it difficult to adjust instruction based on data.

Problem Statement 7: HPES Science STAAR scores in the Meets category are significantly lower (28%) compared to Reading (67.3%) and Math (57.3%), indicating a gap in science performance.

Root Cause: Science instruction is not implemented consistently across all grade levels, resulting in gaps in content coverage and student readiness.

School Processes & Programs

School Processes & Programs Summary

HPES adheres to the district curriculum when planning instruction and utilizes the Professional Learning Community (PLC) model to monitor student progress and guide instructional decision-making. During PLC meetings, each grade level engages in the Knowledge Package process for each subject area to ensure alignment and rigor.

Following every district assessment, teachers participate in data analysis protocols to identify areas of need. These protocols inform targeted reteaching plans based on student performance data.

Highland Park will provide accelerated instruction in language arts and math to support students who did not meet the Approaches level on the STAAR assessment. Acceleration will take place before school, during designated instructional blocks, and after school, in alignment with HB 1416 requirements. Whenever possible, students receiving accelerated support will be placed with TIA-designated teachers to maximize instructional impact.

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 appropriate committees for all interview processes. We ensure that, when applicable, at least one bilingual representative is present. To support staff members effectively, we prioritize their time, provide relevant professional development opportunities, and schedule an extended planning period every nine weeks.

HPES serves students from Early Childhood (PK-4) through 5th grade, with 5-6 teachers assigned to each grade level. Each grade level includes both monolingual and dual language classes.

All HPES staff have received training in Restorative Practices. The campus administrative team along with one teacher from each grade level and department, form the Campus Culture and Climate Committee. This committee meets monthly to review campus behavior management data. During the 2024-2025 school year, there were 67 discipline referrals, representing a 53.6% decrease from the 2023-2024 school year.

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.
- HPES offers a variety of extracurricular clubs for students such as volleyball, ballet folkloric, cheerleading, girls who code, safety patrol., yearbook club, sign language, choir, book clubs, and multiple IUL teams.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: According to the 2024-2025 Spring Campus Upbeat Survey, 88% of HPES staff reported that the professional development provided supports improvement in their teaching.

Root Cause: Professional development offerings need to be more intentionally differentiated to align with the specific instructional needs of each grade level.

Problem Statement 2: The student attendance rate for the 2024-2025 school year is 95.07%, falling 2.8% below the campus goal of 98%.

Root Cause: The increase in student absences is primarily due to a higher incidence of illnesses during the school year. Additionally, it is common for families to keep multiple siblings home when one child is sick, further impacting overall attendance.

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 100% of HPES staff go above and beyond to support students, and 100% build trusting relationships with parents.

2024-2025 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

98% of our Highland Park staff feel the employees at our school strive to help all students feel like they belong.

Perceptions Strengths

The 2024-2025 Campus Upbeat Survey Indicates the following:

98% of staff feel like parents and teachers work together as partners.

98% of staff feel teachers build trusting relationships with parents

95% of staff feel parents have confidence in teachers

95% of staff feel campus administrators view teachers as experts.

98% of staff feel administrators at my school value the perspectives of teachers from different races, ethnicities, and cultures.

98% of staff feel administrators at my school respect staff, students, and families of all backgrounds.

98% of staff feel teachers at my school strive to help all students feel like they belong.

98% of staff feel our school proactively involves all families in our school community.

93% feel our teachers take shared responsibility for the overall success of my school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The 2024-2025 Spring Campus Upbeat Survey indicates that 28% of HPES staff feel student behavior rules are inconsistently enforced by teachers, particularly for students outside of their own classrooms.

Root Cause: An increase in student behavior challenges, driven by elevated social-emotional needs, highlights the need for continued staff training and a campuswide commitment to restorative practices to support consistent and effective behavior management.

Goals

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

Performance Objective 1: Highland Park will support teacher growth and expertise by offering at least six differentiated, intentional professional development opportunities throughout the school year to enhance student learning and development.

Evaluation Data Sources: Professional development surveys will be conducted at the conclusion of each session to assess the quality and effectiveness of the training. Additionally, professional learning opportunities, along with PLC and staff meeting agendas, will be reviewed annually to ensure alignment with staff needs and campus goals.

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

Performance Objective 1: By June 2026, there will be increases in both Growth and Achievement on STAAR Math tests across grades 3-5 for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Math Academic Growth from 59% to 69%
- Approaches from 82% to 92%
- Meets from 59% to 69%
- Masters from 35% to 45%

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 70% in June 2025 to 72% by June 2026 and 76% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: Highland Park Elementary's 2026 A-F campus accountability ratings overall and each domain will improve from the prior year as follows:

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

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

Performance Objective 2: By June 2026, there will increases in both Growth and Achievement on STAAR Reading Language Arts (RLA) tests across grades 3-5 for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- RLA Academic Growth from 71% to 81%
- Approaches from 86% to 95%
- Meets from 69% to 77%
- Masters from 45% to 55%

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 67% in June 2025 to 72% by June 2026, and to 80% by June 2030.

HB3 Goal

Evaluation Data Sources: Highland Park Elementary's 2026 A-F campus accountability ratings overall and each domain will improve from the prior year as follows:

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

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

Performance Objective 3: As measured by Spring 2026 TELPAS, at least 55% of Emergent Bilingual students will make progress at the composite rating level compared to the prior year to continue meeting the Closing the Gaps long-term goal for Progress in Achieving English Language Proficiency.

Evaluation Data Sources: TELPAS results, Accountability reports

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.

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

Performance Objective 5: By June 2026, there will be increases in Achievement at all performance levels on 5th grade STAAR Science tests for all student groups to meet Closing the Gaps Student Success targets.

Improved Spring 2026 Science STAAR outcomes from the prior year will be:

- Approaches from 73% to 83%
- Meets from 30% to 40%
- Masters from 10% to 20%

Evaluation Data Sources: STAAR results, Accountability reports

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 2025-2026 parent surveys.

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

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: Highland Park Elementary's 2026 A-F campus accountability ratings overall and each domain will improve from the prior year as follows:

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

Evaluation Data Sources: Accountability reports

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: During the 2025-2026 school year, Highland Park will reduce the percentage of office referrals by 15% compared to the prior year, decreasing from 67 referrals to 57 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

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: Throughout the 2025-2026 school year, 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.

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: To ensure Coordinated School Health, 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.

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: 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

Goal 4: PfISD will improve low performing schools.

Performance Objective 6: Highland Park will improve student attendance rates from 96% in the prior year to 98%. Chronic Absenteeism will be reduced from 10% to 5%.

Evaluation Data Sources: Attendance rates, Chronic Absenteeism rate

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 CIP for Board Approval:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Child Abuse and Neglect	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Coordinated Health Program	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Dating Violence Policy	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Dropout Prevention	Executive Director of Student Affairs, Assistant Superintendent	9/29/2025	Karen Shah	9/29/2025
Dyslexia Treatment Program	Executive Director of Special Education	9/29/2025	Karen Shah	9/29/2025
Title I, Part C Migrant	Director of Federal & State Programs	9/29/2025	Karen Shah	9/29/2025
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	9/29/2025	Karen Shah	9/29/2025
Post-Secondary Preparedness	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Technology Integration	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Measure of Poverty	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title II Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title IV Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025

Addendums

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 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
48%	50%	52%	54%	56%	58%	60%	
Outcomes	40%						

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 (Actual Outcomes for Goal-Setting)	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
Outcomes: 2024-2025	n/a	33%	55%	n/a	n/a	n/a	n/a	n/a	21%	n/a	31%	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
Outcomes: 2025-2026													
2026-2027	59%	48%	77%	n/a	n/a	n/a	n/a	29%	51%	n/a	48%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	62%	52%	78%	n/a	n/a	n/a	n/a	32%	55%	n/a	52%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	65%	56%	79%	n/a	n/a	n/a	n/a	35%	59%	n/a	56%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	68%	60%	80%	n/a	n/a	n/a	n/a	38%	63%	n/a	60%	n/a	n/a
Outcomes: 2029-2030													

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 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
69%	71%	73%	75%	77%	79%	80%	
Outcomes	67%						

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 (Actual Outcomes for Goal-Setting)	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
Outcomes: 2024-2025	71%	60%	75%	n/a	92%	n/a	83%	30%	54%	n/a	57%	n/a	n/a
2025-2026	79%	68%	78%	n/a	81%	n/a	78%	37%	58%	n/a	66%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	81%	70%	80%	n/a	82%	n/a	80%	39%	60%	n/a	68%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	83%	72%	82%	n/a	83%	n/a	82%	41%	62%	n/a	70%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	85%	74%	84%	n/a	84%	n/a	84%	43%	64%	n/a	72%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	87%	76%	86%	n/a	85%	n/a	86%	45%	66%	n/a	74%	n/a	n/a
Outcomes: 2029-2030													

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 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
64%	66%	68%	70%	72%	74%	76%	
Outcomes	70%						

Yearly Target Goals -- by Student Group

[illegible]

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)

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 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
98%	98%	98%	99%	99%	99%	100%	
Outcomes	95%						

Yearly Target Goals -- by Student Group

[illegible]

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"

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.

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

	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 (Actual Outcomes for Goal-Setting)	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
Outcomes: 2024-2025	n/a	63%	68%	n/a	n/a	n/a	n/a	n/a	68%	n/a	67%	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
Outcomes: 2025-2026				n/a	n/a	n/a	n/a			n/a		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
Outcomes: 2026-2027				n/a	n/a	n/a	n/a			n/a		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
Outcomes: 2027-2028				n/a	n/a	n/a	n/a			n/a		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
Outcomes: 2028-2029				n/a	n/a	n/a	n/a			n/a		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
Outcomes: 2029-2030				n/a	n/a	n/a	n/a			n/a		n/a	n/a

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

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 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
67%	68%	69%	70%	71%	72%	73%	
Outcomes	67%						

[illegible]

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

Strategies are included in the Campus Improvement Plan