

Pflugerville Independent School District

Highland Park Elementary School

2026-2027

Accountability Rating: B

Distinction Designation

Academic Achievement in English Language Arts/Reading



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.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 4

Student Learning 8

School Processes & Programs 13

Perceptions 15

Goals 17

Goal 1: PfISD will recruit, support, and retain teachers and principals. 17

Goal 2: PfISD will build a foundation of reading and math. 18

Goal 3: PfISD will connect high school to career and college. 21

Goal 4: PfISD will improve low performing schools. 22

Policies, Procedures, and Requirements 27

Addendums 28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Highland Park Elementary is a Dual Language campus in Pflugerville ISD. Established 20 years ago, the campus has a strong foundation and a well-established staff with low mobility, providing consistency for students and families.

The school is located within the Highland Park subdivision and serves 675 students as of Fall 2026.

The breakdown by grade level for 2026-2027 is as follows:

EE	PK	KG	1st	2nd	3rd	4th	5th
16	45	96	107	95	108	92	116

According to TAPR and On Data Suite, the student population at Highland Park Elementary for 2025-2026 is composed of 58.59% Hispanic, 23.32% White, 7.92% African American, 4.63% Asian, 5.23% Two or More Races, 0.30% American Indian, and 0% Pacific Islander.

Student Demographics - Highland Park Elementary School (Source: TAPR & On Data Suite)							
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Enrollment	701	672	694	686	671	706	689
African American	10.4%	9.4%	8.91%	8.31%	9.7%	9.21%	7.92%
Hispanic	50.5%	50.0%	52.3%	55.39%	55.1%	56.09%	58.59%
White	26.2%	28.4%	28.1%	26.09%	23.8%	24.08%	23.32%
American Indian	0.0%	0.0%	0.0%	0.15%	0.3%	0.14	0.30%
Asian	8.1%	7.6%	5.75%	5.83%	6.7%	5.67	4.63%

Pacific Islander	0.0%	0.0%	0.0%	0.00%	0.0%	0.0%	0.00%
Two or More Races	4.7%	4.6%	4.89%	4.23%	4.3%	4.82%	5.23%

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	2025-2026
Economically Disadvantaged	33.5%	32.7%	34.7	37.46%	42%	43.34%	44.54%
Emergent Bilingual	31.5%	32.37%	34.79%	36.7%	38.5%	38.85%	41.11%
At-Risk	47.4%	56.99%	57.04%	61.08%	59.73%	59.21%	62.18%
Special Education	13.3%	11.8%	10.34%	10.79%	13.3%	19.83%	21.82%
Gifted & Talented	6.6%	6.4%	4.7%	5.83%	6.1%	6.09%	4.93%
Dyslexia	5.1%	6.3%	6.47%	5.98%	6.3%	9.07%	10.91%
Section 504	8.3%	9.7%	.26%	9.62%	7.9%	6.94%	4.63%
Immigrant	2.3%	4.3%	3.2%	2.92%	5.4%	7.65%	6.13%
Homeless	1.6%	1.0%	2.3%	1.90%	0.9%	2.55%	1.94%
Migrant	0.0%	0.0%	0%	0.00%	0.0%	0%	0%
Campus Mobility Rate	6.7%	7.75%	10.97%	9.72%	9.4%	Pending	Pending

Staff

The 2025-2026 campus staff is composed of the following:

- Teachers: 51
- Administrative Support: 14
- Educational Aides: 10
- Front Office Support: 4
- Administrators: 2
- Nurse 1

The 2025-2026 campus TIA eligible staff is comprised of the following TIA Designations:

- No Designation: 4
- Recognized: 1
- Exemplary: 9
- Masters: 28

HPES has a low turnover rate, and the demographics of our teachers align closely with those 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	2025-2026
Total Teachers	47.4	48.0	47.6	53	50	50	50	43	51
African American	12.6%	8.3%	6.3%	5.9%	6.1%	8.0%	8%	4.3%	5%
Hispanic	36.2%	45.7%	39.9%	39.5%	37.7%	41.9%	42%	43.3%	41%
White	40.6%	35.6%	43.3%	42.7%	44%	42.1%	42%	45.9%	49%
American Indian	0.0%	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%	3%
Pacific Islander	0.0%	0.0%	0.0%	2.0%	2.0%	0%	0	0%	0%
Two or More Races	8.4%	8.3%	6.3%	5.9%	6.1%	4%	4%	2.5%	2%

HPES 2025-2026 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	2025-2026
Beginning Teachers	0.0%	2.1%	4.2%	0%	4.1%	10%	10%	0%	2%
1-5 Years of Experience	23.7%	25.0%	23.1%	27.6%	25.9%	21.9%	22%	30.3%	16%
6-10 Years of Experience	29.4%	20.8%	26.3%	23%	14.6%	14%	14%	13%	20%
11-20 Years of Experience	42.6%	45.9%	37.8%	39.5%	41.6%	34.3%	34%	30.8%	37%
Over 20 Years of Experience	4.2%	6.2%	8.6%	9.9%	13.8%	19.9%	20%	25.9%	25%

Demographics Strengths

Highland Park Elementary's strengths are grounded in its diversity, stability, and strong instructional capacity. Our campus serves a richly diverse community, with families representing 34 different languages, which enhances the cultural awareness and learning experiences of our students.

With 20 years in Pflugerville ISD, Highland Park has an established foundation and a highly experienced staff. The campus maintains low teacher turnover and staff mobility, providing consistency for students and fostering strong relationships with families.

The staff is diverse and reflective of the student population, supporting culturally responsive practices and meaningful connections across the campus.

Additionally, Highland Park has a high number of Teacher Incentive Allotment (TIA)-designated teachers, demonstrating a strong level of instructional expertise and a commitment to high-quality teaching and learning.

These strengths contribute to a stable, supportive, and high-performing learning environment for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Over the past five years, HPES has experienced an 8.74% increase in the population of emergent bilingual students, creating a greater need for targeted language support across all grade levels.

Root Cause: HPES staff require 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 5.19% 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 need 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 an 11.84% 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 10.02% 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 2025- 2026 School Year District Universal Screener, Highland Park achieved the following in comparison with district goals:

Reading

STAR 360 Reading English	3rd grade 25-26			4th grade 25-26			5th grade 25-26		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Benchmark	50%	59.09%	61.36%	66.97%	70.97%	71.93%	70.94%	66.09%	70.09%
On Watch	18.18%	18.18%	12.5%	11.01%	7.53%	9.65%	3.42%	10.43%	11.11%
Intervention	15.91%	12.5%	17.05%	12.84%	13.98%	10.53%	12.82%	10.43%	7.69%
Urgent Intervention	15.91%	10.23%	9.09%	9.17%	7.53%	7.89%	12.82%	13.04%	11.11%

Reading Spanish

STAR 360 Reading- Spanish	3rd grade 25-26			4th grade 25-26			5th grade 25-26		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Benchmark	51.35%	73.53%	67.57%	54.84%	54.84%	58.06%	61.54%	60%	62.5%
On Watch	16.22%	8.82%	18.92%	9.68%	16.3%	9.68%	7.69%	17.5%	20%
Intervention	16.22%	17.65%	8.11%	22.58%	19.35%	22.58%	20.51%	10%	12.5%
Urgent Intervention	16.22%	0%	5.41%	12.9%	9.68%	9.68%	10.26%	12.5%	5%

Math

STAR 360 Math English/Spanish	1st grade 25-26			2nd grade 25-26			3rd grade 25-26			4th grade 25-26			5th grade 25-26		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Benchmark	59.09%	62.79%	56.82%	56.31%	59.05%	75.68%	59.09%	70.79%	79.78%	80.73%	77.78%	79.65%	76.67%	78.07%	74.14%
On Watch	20.45%	11.63%	29.55%	14.56%	18.1%	7.21%	15.91%	19.1%	8.99%	5.5%	9.26%	7.96%	7.5%	6.14%	10.34%
Intervention	9.09%	16.28%	4.55%	17.48%	16.9%	10.81%	10.23%	4.49%	7.87%	5.5%	7.41%	8.85%	10%	10.53%	10.34%
Urgent Intervention	11.36%	9.3%	9.09%	11.65%	6.67%	6.31%	14.77%	5.62%	3.37%	8.26%	5.56%	3.54%	5.83%	5.26%	5.17%

TPRI and Tejas Lee 1st & 2nd Grade:

Reading- English

TPRI	1st Grade		2nd Grade	
	BOY	EOY	BOY	EOY
Above	34.48%	42.86%	29.81%	32.73%
On track	27.59%	17.86%	21.15%	33.64%
Developing	24.14%	23.81%	19.23%	15.45%
Catch Up	13.79%	15.48%	29.81%	8.18%

Reading - Spanish

Tejas Lee	1st Grade		2nd Grade	
	BOY	EOY	BOY	EOY
Above	6.98%	48.78%	4.35%	44.9%

Tejas Lee	1st Grade		2nd Grade	
On track	32.56%	17.07%	2.17%	28.57%
Developing	39.53%	21.95%	76.09%	20.41%
Catch Up	20.93%	12.2%	17.39%	6.12%

During the 2025-2026 school year, Emergent Bilingual Students in Grades K-5 participated in the TELPAS assessment

Composite	Grades K-2	Grades 3-5
Beginning	30%	13%
Intermediate	38%	36%
Advanced	22%	43%
Advanced High	10%	8%

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%
2026	85%	70%	49%
STAAR Math	Approaches	Meets	Masters
2021	79%	52%	31%
2022	85%	64%	38%
2023	86%	64%	31%
2024	81%	60%	29%

STAAR Reading/RLA	Approaches	Meets	Masters
2025	80%	57%	34%
2026	78%	59%	37%
STAAR Science	Approaches	Meets	Masters
2021	71%	36%	16%
2022	75%	51%	23%
2023	81%	48%	24%
2024	58%	23%	5%
2025	72%	28%	9%
2026	68%	32%	15%

2026 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		88	B	
Student Achievement		90	A	70%
STAAR Performance	60	90		
College, Career and Military Readiness				
Graduation Rate				
School Progress		85	B	0%
Academic Growth	72	81	B	
Relative Performance (Eco Dis: 44.6%)		85	B	✓
Closing the Gaps	65	83	B	30%

Distinction Designations: Academic Achievement in Reading Language Arts

Missed Closing the Gaps Targets: HPES missed Closing the Gaps targets in 2026 Math Academic Growth for All Students, Hispanic students, and the High Focus group. African American students met the Math Growth target. All evaluated groups met the RLA Achievement, Math Achievement, RLA Growth, and overall STAAR Student Success targets.

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 2025–2026 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 2026, the average EOY Urgent Intervention rate across grades 3-5 was approximately 9.4% in Reading English and 6.7% in Reading Spanish, based on STAR 360 data. 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 consistently implemented across grade levels, resulting in gaps in targeted support for students who are not yet meeting grade-level reading expectations.

Problem Statement 2: As of May 2026, the average EOY Urgent Intervention rate across grades 1-5 was approximately 5.5% in Math, based on STAR 360 data. This highlights a continued need to strengthen targeted support for students who are not yet meeting grade-level expectations in mathematics.

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

Problem Statement 3: On the 2026 HPES Reading/Language Arts STAAR assessment, 71% of students receiving Special Education services performed at Approaches Grade Level or Above, compared to 85% of All Students, representing a 14-percentage-point performance gap. This gap indicates a continued need to strengthen academic support for students receiving Special Education services

Root Cause: HPES staff need additional training and support in consistently implementing high-impact instructional strategies that support inclusive practices and address the diverse learning needs of students receiving Special Education services within general education classrooms.

Problem Statement 4: On the 2026 HPES Math STAAR assessment, 58% of students receiving Special Education services performed at Approaches Grade Level or Above, compared to 78% of All Students, representing a 20-percentage-point performance gap. This gap highlights the need for targeted support and instructional adjustments to better meet the needs of students receiving Special Education services.

Root Cause: HPES teachers need additional training and support in consistently implementing high-yield math instructional strategies that support inclusive practices and address the diverse learning needs of students receiving Special Education services within the general education classroom.

Problem Statement 5: In 2026, HPES did not meet the Math Academic Growth target, with All Students achieving a growth score of 63% compared to the 69% target. This indicates a need to strengthen progress-monitoring and instructional support systems to improve student growth in mathematics.

Root Cause: Progress-monitoring systems in grades 4 and 5 can be strengthened to provide teachers with timely data to inform instructional adjustments and support student growth.

Problem Statement 6: On the 2026 HPES STAAR assessments, 68% of students performed at Approaches Grade Level or Above in Science, compared to 85% in Reading/Language Arts and 78% in Math. Science performance was 17 percentage points below RLA and 10 percentage points below Math, indicating a need to strengthen science achievement.

Root Cause: Opportunities exist to strengthen the consistency and alignment of science instruction across grade levels to support content development 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, forms the Campus Culture and Climate Committee. This committee meets monthly to review campus behavior management data.

School Processes & Programs Strengths

Highland Park Elementary implements consistent, weekly guided PLC meetings with campus administration and grade-level teams. These meetings focus on impact cycles, knowledge packages, data protocols, and addressing grade-level needs to strengthen instruction and student outcomes.

During the Spring semester, 3rd–5th grade students participated in targeted tutoring in Reading, Math, and Writing from 7:30–8:15 AM on Tuesdays, Wednesdays, and Thursdays. The purpose of tutoring was to provide additional support and help close academic gaps.

HPES offers a range of student support services, including Gifted and Talented, ESL, General Education Intervention, 504, Dyslexia Intervention, and Special Education, to ensure all students' needs are met.

The campus also benefits from a highly active PTO that supports school initiatives, daily campus activities, and fundraising efforts.

Additionally, HPES provides a variety of extracurricular opportunities for students, including volleyball, ballet folklórico, cheerleading, Girls Who Code, safety patrol, yearbook club, sign language, choir, book clubs, and multiple UIL teams.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: According to the 2025-2026 Spring Campus Upbeat Survey, 84% of HPES staff reported that student behavior expectations are consistently enforced across the school, indicating an opportunity to strengthen consistent implementation of campus behavior supports.

Root Cause: Campus-wide behavior systems and practices can be strengthened to provide consistent support across the varying behavioral needs of students and the diverse programs served on campus.

Problem Statement 2: The student attendance rate for the 2025-2026 school year was 94.91%, indicating a continued need to strengthen student attendance and reduce avoidable absences.

Root Cause: Opportunities exist to strengthen campus attendance systems, including early identification of attendance concerns, consistent family communication, and targeted support for students with recurring absences.

Perceptions

Perceptions Summary

Highland Park Elementary demonstrates a strong, positive school culture and climate. Results from the 2025–2026 Spring Campus Upbeat Survey reflect strong relationships among staff, campus leadership, students, and families. The campus earned an overall Engagement Score of 85, which was 11.4 points above the district average. Additionally, 96% of staff responded positively in Parent/Teacher Communication, 99% in Principal/Teacher Trust, 96% in Collaboration, and 92% in School Safety and Order.

The 2025–2026 Spring Campus Upbeat Survey also indicated that:

- 100% of HPES staff reported that campus administrators respect staff, students, and families of all backgrounds.
- 96% of HPES staff reported that parents and teachers at HPES work together as partners.
- 100% of HPES staff reported that HPES proactively involves families in our school community

Perceptions Strengths

The 2025-2026 Campus Upbeat Survey indicates the following:

96% of staff feel like parents and teachers work together as partners.

96% of staff feel teachers build trusting relationships with parents

96% of staff feel parents have confidence in teachers

100% of staff feel campus administrators view teachers as experts.

100% of staff feel administrators at my school value the perspectives of teachers from different races, ethnicities, and cultures.

100% 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.

100% of staff feel our school proactively involves all families in our school community.

96% feel our teachers take shared responsibility for the overall success of my school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the 2025-2026 Spring Campus Upbeat Survey, 76% of HPES staff reported confidence in their ability to maintain their daily workload over the

long term, indicating an opportunity to strengthen systems that support staff well-being and sustainable work practices.

Root Cause: Opportunities exist to review and streamline campus processes, communication, and expectations to support manageable workloads and promote a positive work-life balance for staff.

Goals

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

Performance Objective 1: Highland Park will support staff 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.

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Over the past five years, HPES has seen a 5.19% 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 need continued professional development in evidence-based strategies to effectively support and engage students who meet At-Risk criteria.</p>
<p>Problem Statement 3: Over the past five years, HPES has experienced an 11.84% 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.</p>
<p>Problem Statement 4: Over the past five years, HPES has experienced a 10.02% 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.</p>
Student Learning
<p>Problem Statement 1: As of May 2026, the average EOY Urgent Intervention rate across grades 3-5 was approximately 9.4% in Reading English and 6.7% in Reading Spanish, based on STAR 360 data. 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 consistently implemented across grade levels, resulting in gaps in targeted support for students who are not yet meeting grade-level reading expectations.</p>
<p>Problem Statement 2: As of May 2026, the average EOY Urgent Intervention rate across grades 1-5 was approximately 5.5% in Math, based on STAR 360 data. This highlights a continued need to strengthen targeted support for students who are not yet meeting grade-level expectations in mathematics. Root Cause: Instructional strategies in mathematics are not consistently implemented across grade levels, leading to gaps in conceptual understanding and skill development for some students.</p>
<p>Problem Statement 3: On the 2026 HPES Reading/Language Arts STAAR assessment, 71% of students receiving Special Education services performed at Approaches Grade Level or Above, compared to 85% of All Students, representing a 14-percentage-point performance gap. This gap indicates a continued need to strengthen academic support for students receiving Special Education services. Root Cause: HPES staff need additional training and support in consistently implementing high-impact instructional strategies that support inclusive practices and address the diverse learning needs of students receiving Special Education services within general education classrooms.</p>

Student Learning

Problem Statement 4: On the 2026 HPES Math STAAR assessment, 58% of students receiving Special Education services performed at Approaches Grade Level or Above, compared to 78% of All Students, representing a 20-percentage-point performance gap. This gap highlights the need for targeted support and instructional adjustments to better meet the needs of students receiving Special Education services. **Root Cause:** HPES teachers need additional training and support in consistently implementing high-yield math instructional strategies that support inclusive practices and address the diverse learning needs of students receiving Special Education services within the general education classroom.

Problem Statement 5: In 2026, HPES did not meet the Math Academic Growth target, with All Students achieving a growth score of 63% compared to the 69% target. This indicates a need to strengthen progress-monitoring and instructional support systems to improve student growth in mathematics. **Root Cause:** Progress-monitoring systems in grades 4 and 5 can be strengthened to provide teachers with timely data to inform instructional adjustments and support student growth.

Perceptions

Problem Statement 1: According to the 2025-2026 Spring Campus Upbeat Survey, 76% of HPES staff reported confidence in their ability to maintain their daily workload over the long term, indicating an opportunity to strengthen systems that support staff well-being and sustainable work practices. **Root Cause:** Opportunities exist to review and streamline campus processes, communication, and expectations to support manageable workloads and promote a positive work-life balance for staff.

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

Performance Objective 1: By June 2027, 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 2027 STAAR outcomes from the prior year will be:

- Math Academic Growth from 63% to 73%
- Approaches from 80% to 90%
- Meets from 59% to 69%
- Masters from 37% to 47%

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 72% in June 2026 to 76% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: 2027 STAAR results, Closing the Gaps data, A-F accountability reports, district assessments, and progress-monitoring data.

Highland Park Elementary's 2027 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 B to A

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Over the past five years, HPES has seen a 5.19% 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 need continued professional development in evidence-based strategies to effectively support and engage students who meet At-Risk criteria.

Student Learning

Problem Statement 2: As of May 2026, the average EOY Urgent Intervention rate across grades 1-5 was approximately 5.5% in Math, based on STAR 360 data. This highlights a continued need to strengthen targeted support for students who are not yet meeting grade-level expectations in mathematics. **Root Cause:** Instructional strategies in mathematics are not consistently implemented across grade levels, leading to gaps in conceptual understanding and skill development for some students.

Problem Statement 4: On the 2026 HPES Math STAAR assessment, 58% of students receiving Special Education services performed at Approaches Grade Level or Above, compared to 78% of All Students, representing a 20-percentage-point performance gap. This gap highlights the need for targeted support and instructional adjustments to better meet the needs of students receiving Special Education services. **Root Cause:** HPES teachers need additional training and support in consistently implementing high-yield math instructional strategies that support inclusive practices and address the diverse learning needs of students receiving Special Education services within the general education classroom.

Problem Statement 5: In 2026, HPES did not meet the Math Academic Growth target, with All Students achieving a growth score of 63% compared to the 69% target. This indicates a need to strengthen progress-monitoring and instructional support systems to improve student growth in mathematics. **Root Cause:** Progress-monitoring systems in grades 4 and 5 can be strengthened to provide teachers with timely data to inform instructional adjustments and support student growth.

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

Performance Objective 2: By June 2027, there will be 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 2027 STAAR outcomes from the prior year will be:

- RLA Academic Growth from 80% to 90%
- Approaches from 85% to 95%
- Meets from 70% to 80%
- Masters from 49% to 59%

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 72% in June 2026 to 80% by June 2030.

HB3 Goal

Evaluation Data Sources: 2027 STAAR results, Closing the Gaps data, A-F accountability reports, district assessments, and progress-monitoring data. Highland Park Elementary's 2027 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 B to A

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: As of May 2026, the average EOY Urgent Intervention rate across grades 3-5 was approximately 9.4% in Reading English and 6.7% in Reading Spanish, based on STAR 360 data. 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 consistently implemented across grade levels, resulting in gaps in targeted support for students who are not yet meeting grade-level reading expectations.</p> <p>Problem Statement 3: On the 2026 HPES Reading/Language Arts STAAR assessment, 71% of students receiving Special Education services performed at Approaches Grade Level or Above, compared to 85% of All Students, representing a 14-percentage-point performance gap. This gap indicates a continued need to strengthen academic support for students receiving Special Education services Root Cause: HPES staff need additional training and support in consistently implementing high-impact instructional strategies that support inclusive practices and address the diverse learning needs of students receiving Special Education services within general education classrooms.</p>

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

Performance Objective 3: As measured by Spring 2027 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

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Over the past five years, HPES has experienced an 8.74% increase in the population of emergent bilingual students, creating a greater need for targeted language support across all grade levels. Root Cause: HPES staff require 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.</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.

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: As of May 2026, the average EOY Urgent Intervention rate across grades 3-5 was approximately 9.4% in Reading English and 6.7% in Reading Spanish, based on STAR 360 data. 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 consistently implemented across grade levels, resulting in gaps in targeted support for students who are not yet meeting grade-level reading expectations.

Problem Statement 2: As of May 2026, the average EOY Urgent Intervention rate across grades 1-5 was approximately 5.5% in Math, based on STAR 360 data. This highlights a continued need to strengthen targeted support for students who are not yet meeting grade-level expectations in mathematics. **Root Cause:** Instructional strategies in mathematics are not consistently implemented across grade levels, leading to gaps in conceptual understanding and skill development for some students.

Problem Statement 3: On the 2026 HPES Reading/Language Arts STAAR assessment, 71% of students receiving Special Education services performed at Approaches Grade Level or Above, compared to 85% of All Students, representing a 14-percentage-point performance gap. This gap indicates a continued need to strengthen academic support for students receiving Special Education services. **Root Cause:** HPES staff need additional training and support in consistently implementing high-impact instructional strategies that support inclusive practices and address the diverse learning needs of students receiving Special Education services within general education classrooms.

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

Performance Objective 5: By June 2027, 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 2027 Science STAAR outcomes from the prior year will be:

- Approaches from 68% to 78%
- Meets from 32% to 42%
- Masters from 15% to 25%

Evaluation Data Sources: STAAR results, Accountability reports

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 6: On the 2026 HPES STAAR assessments, 68% of students performed at Approaches Grade Level or Above in Science, compared to 85% in Reading/Language Arts and 78% in Math. Science performance was 17 percentage points below RLA and 10 percentage points below Math, indicating a need to strengthen science achievement. **Root Cause:** Opportunities exist to strengthen the consistency and alignment of science instruction across grade levels to support content development and student readiness.

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 2026-2027 parent surveys.

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Over the past five years, HPES has seen a 5.19% 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 need 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 an 11.84% 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.
School Processes & Programs
Problem Statement 2: The student attendance rate for the 2025-2026 school year was 94.91%, indicating a continued need to strengthen student attendance and reduce avoidable absences. Root Cause: Opportunities exist to strengthen campus attendance systems, including early identification of attendance concerns, consistent family communication, and targeted support for students with recurring absences.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: Highland Park Elementary's 2027 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 B to A

Evaluation Data Sources: Accountability reports

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Over the past five years, HPES has experienced a 10.02% 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

Problem Statement 1: As of May 2026, the average EOY Urgent Intervention rate across grades 3-5 was approximately 9.4% in Reading English and 6.7% in Reading Spanish, based on STAR 360 data. 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 consistently implemented across grade levels, resulting in gaps in targeted support for students who are not yet meeting grade-level reading expectations.

Problem Statement 2: As of May 2026, the average EOY Urgent Intervention rate across grades 1-5 was approximately 5.5% in Math, based on STAR 360 data. This highlights a continued need to strengthen targeted support for students who are not yet meeting grade-level expectations in mathematics. **Root Cause:** Instructional strategies in mathematics are not consistently implemented across grade levels, leading to gaps in conceptual understanding and skill development for some students.

Problem Statement 4: On the 2026 HPES Math STAAR assessment, 58% of students receiving Special Education services performed at Approaches Grade Level or Above, compared to 78% of All Students, representing a 20-percentage-point performance gap. This gap highlights the need for targeted support and instructional adjustments to better meet the needs of students receiving Special Education services. **Root Cause:** HPES teachers need additional training and support in consistently implementing high-yield math instructional strategies that support inclusive practices and address the diverse learning needs of students receiving Special Education services within the general education classroom.

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: Highland Park will reduce the percentage of office referrals by 15% compared to the prior year of 152.

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

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: According to the 2025-2026 Spring Campus Upbeat Survey, 84% of HPES staff reported that student behavior expectations are consistently enforced across the school, indicating an opportunity to strengthen consistent implementation of campus behavior supports. **Root Cause:** Campus-wide behavior systems and practices can be strengthened to provide consistent support across the varying behavioral needs of students and the diverse programs served on campus.

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: Highland Park Elementary will communicate through multiple modalities weekly during 100% 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.

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: Over the past five years, HPES has seen a 5.19% 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 need 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 an 11.84% 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.

Goal 4: PflSD 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.

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 2: Over the past five years, HPES has seen a 5.19% 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 need 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 an 11.84% 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.

Perceptions

Problem Statement 1: According to the 2025-2026 Spring Campus Upbeat Survey, 76% of HPES staff reported confidence in their ability to maintain their daily workload over the long term, indicating an opportunity to strengthen systems that support staff well-being and sustainable work practices. **Root Cause:** Opportunities exist to review and streamline campus processes, communication, and expectations to support manageable workloads and promote a positive work-life balance for staff.

Goal 4: PflSD 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

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: Over the past five years, HPES has experienced an 8.74% increase in the population of emergent bilingual students, creating a greater need for targeted language support across all grade levels. Root Cause: HPES staff require 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.</p> <p>Problem Statement 2: Over the past five years, HPES has seen a 5.19% 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 need continued professional development in evidence-based strategies to effectively support and engage students who meet At-Risk criteria.</p> <p>Problem Statement 3: Over the past five years, HPES has experienced an 11.84% 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.</p>
School Processes & Programs
<p>Problem Statement 2: The student attendance rate for the 2025-2026 school year was 94.91%, indicating a continued need to strengthen student attendance and reduce avoidable absences. Root Cause: Opportunities exist to strengthen campus attendance systems, including early identification of attendance concerns, consistent family communication, and targeted support for students with recurring absences.</p>

Goal 4: PfISD will improve low performing schools.

Performance Objective 6: Highland Park will improve student attendance rates from 94.91% in the prior year to 98%. Chronic Absenteeism will be reduced from 10% to 5%.

Evaluation Data Sources: Attendance rates, Chronic Absenteeism rate

Performance Objective 6 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: The student attendance rate for the 2025-2026 school year was 94.91%, indicating a continued need to strengthen student attendance and reduce avoidable absences. Root Cause: Opportunities exist to strengthen campus attendance systems, including early identification of attendance concerns, consistent family communication, and targeted support for students with recurring absences.</p>

Goal 4: PfISD will improve low performing schools.

Performance Objective 7: Highland Park Elementary will increase opportunities for students to engage in meaningful, real-world learning experiences that reinforce academic content and support student engagement and achievement.

Evaluation Data Sources: Field trip participation/attendance, teacher feedback, and evidence of connection to classroom learning.

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 3: Over the past five years, HPES has experienced an 11.84% 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.

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 CIPs for Board:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Child Abuse and Neglect	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Coordinated Health Program	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Dating Violence Policy	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Decision-Making and Planning Policy Evaluation	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Dropout Prevention	Director of Student Affairs, Assistant Superintendent	7/20/2026	Karen Shah	7/20/2026
Dyslexia Treatment Program	Executive Director of Special Education	7/20/2026	Karen Shah	7/20/2026
Title I, Part C Migrant	Director of Federal & State Programs	7/20/2026	Karen Shah	7/20/2026
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	7/20/2026	Karen Shah	7/20/2026
Post-Secondary Preparedness	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Texas Behavior Support Initiative (TBSI)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Technology Integration	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Measure of Poverty	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title II Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title IV Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Parent and Family Engagement Plan (PFE Policy)	Parent and Family Coordinator	7/20/2026	Karen Shah	7/20/2026

Addendums

Early Childhood Literacy Plan Campus Goal - Highland Park ES	
<p> Goal: All students will be able to identify the letter sounds and letter names of the letters in the alphabet. </p>	<p> Objective: All students will be able to identify the letter sounds and letter names of the letters in the alphabet. </p>
<p> Assessment: The teacher will use a variety of assessment methods to assess student learning, including observation, informal assessment, and formal assessment. </p>	<p> Assessment: The teacher will use a variety of assessment methods to assess student learning, including observation, informal assessment, and formal assessment. </p>
<p> Instructional Strategies: The teacher will use a variety of instructional strategies to teach the letter sounds and letter names of the letters in the alphabet, including direct instruction, guided practice, and independent practice. </p>	<p> Instructional Strategies: The teacher will use a variety of instructional strategies to teach the letter sounds and letter names of the letters in the alphabet, including direct instruction, guided practice, and independent practice. </p>
<p> Resources: The teacher will use a variety of resources to teach the letter sounds and letter names of the letters in the alphabet, including textbooks, worksheets, and manipulatives. </p>	<p> Resources: The teacher will use a variety of resources to teach the letter sounds and letter names of the letters in the alphabet, including textbooks, worksheets, and manipulatives. </p>

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.

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
68%	70%	72%	74%	76%	78%	80%	
Outcomes	67%	64%					

Yearly Target Goals -- by Student Group

[illegible]

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.

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%	
Outcomes	70%	65%					

Yearly Target Goals -- by Student Group

[illegible]

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%							
Outcomes	40%	45%											
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
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	n/a	52%	41%	n/a	n/a	n/a	n/a	29%	39%	n/a	53%	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
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 <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%							
Outcomes	67%	69%											
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
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	68%	67%	77%	n/a	69%	n/a	70%	38%	63%	n/a	61%	n/a	n/a
2026-2027	81%	70%	80%	n/a	82%	n/a	80%	39%	60%	n/a	68%	n/a	n/a
Outcomes: 2026-2027										n/a			
2027-2028	83%	72%	82%	n/a	83%	n/a	82%	41%	62%	n/a	70%	n/a	n/a
Outcomes: 2027-2028										n/a			
2028-2029	85%	74%	84%	n/a	84%	n/a	84%	43%	64%	n/a	72%	n/a	n/a
Outcomes: 2028-2029										n/a			
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 or above in either English or Spanish (unduplicated) - All students tested (where they were view) *Starting 2025-2026 TPRI & Tejas LEE results using Amira - of all students, number of students at "On Track" or "Above" in either TPRI or Tejas LEE (unduplicated)													
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%	62%					

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)	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
Outcomes: 2024-2025	n/a	65%	81%	n/a	n/a	n/a	n/a	44%	47%	n/a	53%	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
Outcomes: 2025-2026	n/a	58%	83%	n/a	n/a	n/a	n/a	42%	49%	n/a	52%	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
Outcomes: 2026-2027													
2027-2028	83%	56%	85%	n/a	n/a	n/a	n/a	42%	51%	n/a	55%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	84%	57%	86%	n/a	n/a	n/a	n/a	48%	53%	n/a	58%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	85%	58%	87%	n/a	n/a	n/a	n/a	52%	55%	n/a	61%	n/a	n/a
Outcomes: 2029-2030													

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 (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%	86%					

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)	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
Outcomes: 2024-2025	n/a	96%	n/a	n/a	n/a	n/a	n/a	n/a	93%	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
Outcomes: 2025-2026	n/a	79%	n/a	n/a	n/a	n/a	n/a	n/a	75%	n/a	85%	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
Outcomes: 2026-2027													
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
Outcomes: 2027-2028													
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
Outcomes: 2028-2029													
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
Outcomes: 2029-2030													

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 (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%	69%					

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)	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	81%	68%	n/a	n/a	n/a	n/a	47%	59%	n/a	82%	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													
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													
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													
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													

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 (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%	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 (Actual Outcomes for Goal-Setting)	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
Outcomes: 2024-2025	58%	64%	75%	n/a	58%	n/a	83%	50%	53%	n/a	63%	n/a	n/a
2025-2026	72%	65%	81%	n/a	72%	n/a	74%	37%	56%	n/a	60%	n/a	n/a
Outcomes: 2025-2026	60%	72%	83%	n/a	79%	n/a	60%	52%	65%	n/a	71%	n/a	n/a
2026-2027	74%	67%	82%	n/a	74%	n/a	76%	39%	58%	n/a	62%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	76%	69%	83%	n/a	76%	n/a	78%	41%	60%	n/a	64%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	78%	71%	84%	n/a	78%	n/a	80%	43%	62%	n/a	66%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	80%	73%	85%	n/a	80%	n/a	82%	39%	64%	n/a	68%	n/a	n/a
Outcomes: 2029-2030													

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