

**Pflugerville Independent School District**  
**Highland Park Elementary School**  
**2023-2024 Board Approved**



**Board Approval Date:** October 19, 2023

# 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 a dedicated, collaborative, committed staff fosters perseverance in the pursuit of excellence where...

All students and staff have a right to quality education in a safe and nurturing environment

All children have the ability to try their best

All students can learn and be successful

All students are individually talented in their own way

Building relationships is crucial to student success

Diversity is our strength.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Highland Park Elementary is a Dual Language campus in Pflugerville ISD. Highland Park has been established for 17 years and has a well-established staff with low mobility. The school is located within the Highland Park North subdivision. The student enrollment is 686 students as of Spring 2023.

The breakdown by grade level for 2022-2023 is as follows:

	EE	PK 3 & 4	KG	1st	2nd	3rd	4th	5th
	5	71	96	110	111	106	95	92

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

Student Special Program Identification/Participation - Highland Park Elementary School (Source: TAPR & On Data Suite)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<b>Economically Disadvantaged</b>	<b>33.5%</b>	<b>32.7%</b>	<b>34.7</b>	<b>37.46%</b>	<b>33.98%</b>

Student Special Program Identification/Participation - Highland Park Elementary School (Source: TAPR & On Data Suite)					
Emergent Bilingual	31.5%	32.37%	34.79%	36.7%	38.5%
At-Risk	47.4%	51.53%	60%	59.27%	42.6%
Special Education	13.3%	11.8%	10.34%	10.79%	13.3%
Gifted & Talented	6.6%	6.4%	4.7%	5.83%	6.1%
Dyslexia	5.1%	6.3%	6.47%	5.98%	6.3%
Section 504	8.3%	9.7%	.26%	9.62%	7.9%
Immigrant	2.3%	4.3%	3.2%	2.92%	5.4%
Homeless	1.6%	1.0%	2.3%	1.90%	0.9%
Migrant	0.0%	0.0%	0%	0.00%	0.0%
Campus Mobility Rate	6.7%	7.75%	10.97%	9.72%	Not yet available

## Staff

The 2022-2023 campus staff is comprised of the following:

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

Highland Park Elementary staff is representative of our student population.

Teacher Demographics - Highland Park Elementary School (Source: TAPR)					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Teachers	47.4	48.0	47.6	53	50
African American	12.6%	8.3%	6.3%	5.9%	6.1%
Hispanic	36.2%	45.7%	39.9%	39.5%	37.7%
White	40.6%	35.6%	43.3%	42.7%	44%
American Indian	0.0%	0.0%	0.0%	0.0%	0%
Asian	2.1%	2.1%	4.2%	3.9%	4.1%
Pacific Islander	0.0%	0.0%	0.0%	2.0%	2.0%
Two or More Races	8.4%	8.3%	6.3%	5.9%	6.1%

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

### Demographics Strengths

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

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** HPES had a 5% Increase in Emergent Bilingual students over the last three years. **Root Cause:** HPES staff needs continued training on effective English Learner strategies to address the second language needs of many of our students.

**Problem Statement 2 (Prioritized):** HPES had a 7% Increase in At Risk identified students over the last two years. **Root Cause:** HPES needs continued training in supporting students who meet at-risk criteria.

# Student Learning

## Student Learning Summary

**At the End of the School Year 2022-2023 District Universal Screener, Highland Park achieved the following in comparison with district goals:**

**Star 360 Reading:** District Goal 60%, HPES 62.6%

**Star 360 Reading Spanish:** District Goal 60%, HPES 54.9%

**Star 360 Math:** District Goal 60%, HPES 80.2%

**Star 360 Math Spanish:** District Goal 60%, HPES 67.3%

**During the 2022-2023 English Learners in Grades K-5 participated in the TELPAS assessment**

**Kinder - 2nd Grade students tested and scored as follows:**

Beginning: 26%

Intermediate: 40%

Advanced: 27%

Advanced High: 7%

**3rd Grade - 5th Grade students tested and scored as follows**

Beginning: 9%

Intermediate: 25%

Advanced: 40%

Advanced High: 26%

**On the 2023 STAAR Highland Park achieved the following outcomes:**

Grade/ Subject	Approaches	Meets	Masters
Grade 3 Math	83%	62%	31%

Grade/ Subject	Approaches	Meets	Masters
Grade 3 Reading	80%	67%	40%
Grade 4 Math	79%	55%	32%
Grade 4 Reading	87%	61%	35%
Grade 5 Math	89%	69%	29%
Grade 5 Reading	88%	70%	43%
Grade 5 Science	80%	47%	24%

### Accountability Ratings

STAAR ratings for 2023 will be released in October 2023.

### Closing the Gaps Outcomes

On the 2022 STAAR Performance Domain 3, Closing the Gaps, Highland Park met 42 out of 43 targets across student groups. The one missed target was for:

- Student Success Status for the Asian student group (target 73; Asian student group performance 69) (the average performance of all STAAR subject area tests combined)

	Academic Achievement		Growth Status			
Student Group	ELA/Reading	Mathematics	ELA/Reading	Mathematics	English Language Proficiency	Student Success
% of Targets Met	100% (17 out of 17)		100% (14 out of 14)		100% (1 out of 1)	91% (10 out of 11)
All Students	✓	✓	✓	✓	n/a	✓
African American	n/a	✓	n/a	n/a	n/a	✓
Hispanic	✓	✓	✓	✓	n/a	✓
White	✓	✓	✓	✓	n/a	✓
American Indian	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	✗
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a



Two or More Races	n/a	n/a	n/a	n/a	n/a	✓
Economically Disadvantaged	✓	✓	✓	✓	n/a	✓
Emergent Bilingual (EB) / English Learners (EL)	✓	✓	✓	✓	✓	✓
Receiving Special Education Services	✓	✓	n/a	n/a	n/a	✓
Formerly Receiving Special Education Services	n/a	n/a	n/a	n/a	n/a	n/a
Continuously Enrolled	✓	✓	✓	✓	n/a	✓
Non-Continuously Enrolled	✓	✓	✓	✓	n/a	✓

n/a Indicates data reporting is not applicable for this group or minimum size requirements were not met.

## Student Learning Strengths

- HPES is the highest-performing dual-language campus in the district.
- HPES is in the top 5 performing campuses in the district.
- For the 2022-2023 school year, Highland Park scored at or above the district goals in the District Universal Screener, Star 360 Reading Math.
- STAAR ratings for 2023 will be released in October 2023.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 62.6% of our students are meeting the At/Above Benchmark level for Reading Proficiency based on the District Benchmark goal as of May 2023. **Root Cause:** We suffered from the loss of instructional time last school year as Tier 2 & Tier 3 instruction was not consistent.

**Problem Statement 2 (Prioritized):** 38% of our Black students are meeting the At/Above Benchmark level for Reading Proficiency based on the District Benchmark goal as of May 2023. Those scores are 24% below the All Students group. **Root Cause:** We have not sufficiently accounted for potentially implicit biases in instruction and assessment for these frequently lower-scoring students.

**Problem Statement 3 (Prioritized):** 80 % of our students are meeting the At/Above Benchmark level for Math Proficiency based on the District Benchmark goal as of May 2023. **Root Cause:** Students' math fluency and computation skills have regressed due to the loss of instructional time during COVID-19. Math strategies are not consistent across grade levels.

**Problem Statement 4 (Prioritized):** 67% of our Black students are meeting the At/Above Benchmark level for Math Proficiency based on the District Benchmark goal as of May 2023. This group is scoring `13.% below the All Students group. **Root Cause:** We have not sufficiently accounted for potentially implicit biases in instruction and assessment for these frequently lower-scoring students.

**Problem Statement 5 (Prioritized):** The Special Education student groups performed significantly below on the 2023 HPES READING STAAR assessments by scoring 25%, 21%, and 30% below the All Student group respectively in grades 3, 4, and 5. **Root Cause:** The Special Education student group needs significant academic support. HPES needs more training in high-yield strategies that best support general education classrooms.

**Problem Statement 6 (Prioritized):** The Special Education student group performed significantly below the 2023 HPES MATH STAAR assessments by scoring 26%, 26%, and 19% below the All Students group in grades 3, 4, and 5. **Root Cause:** The Special Education student group needs significant academic support. HPES teachers need more training in high-yield strategies that best support in general education classrooms.

**Problem Statement 7 (Prioritized):** Fifth Grade 2023 STAAR Science Master scores were not comparable to Reading and Math STAAR Master scores. Science had 24% of students reach Masters level, Reading had 39% and Math had 31% at Masters. **Root Cause:** HPES teachers need continues training in high yield, hands-on instruction for students.

# School Processes & Programs

## School Processes & Programs Summary

HPES follows the district curriculum when planning for instructional purposes. We utilize the Professional Learning Community (PLC) model for reviewing our progress and planning actions related to that progress or lack thereof. During PLC, each grade level goes through the Knowledge Package process per subject area. Teachers have engaged in data action protocols after every district assessment. Teachers follow the data protocols in order to identify areas of need and create plans to reteach based on the data analyzed. Highland Park will be providing Language Arts and Math Accelerated instruction to students who did not reach Approaches level on STAAR. Acceleration will take place before school, during Language Arts & Math designated times, and after school.

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

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

HPES serves students from Early Childhood PK-3 through 5th Grade with 5-6 teachers at each grade level. Each grade level has monolingual and dual language classes.

All staff at HPES has been trained on Restorative Practices and have a PBIS committee consisting of the campus assistant principal and one teacher from each grade level and department. The PBIS committee meets once a month and reviews monthly campus behavior management data. HPES Does not have a disproportionality in disciplinary referrals

## 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, Dyslexia Intervention, and Special Education in order to meet students' needs.
- HPES has a very active PTO committee that is very involved in supporting the school in day-to-day activities and fundraising efforts.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** 2022-2023 Spring Campus Upbeat Survey shows 52% of our staff feels the staff development provided helps improve their teaching. **Root Cause:** Professional Development needs to be differentiated by grade level needs.

**Problem Statement 2 (Prioritized):** 2022-2023 student attendance rate is at 95.2%, which is 2.8%, below the campus goal of 98%. **Root Cause:** Students have been absent more than regularly due to Covid illness and quarantine protocols.

**Problem Statement 3 (Prioritized):** 2022-2023 Student Panorama Survey shows 48% of students feel the behavior of other students hurts or helps their learning. **Root Cause:** Inconsistent implementation of Restorative Practices, and Second Step Strategies that support emotional regulation.

# Perceptions

## Perceptions Summary

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

### 2022-2023 Family Panorama Survey Indicated the following:

88% of our Highland Park families believe their children feel safe at school.

92% of our Highland Park families believe our campus communicates well with families of all cultures.

88% of our Highland Park families believe our students have high respect for our teachers.

### 2022-2023 Student Panorama Survey indicated the following:

81% of our Highland Park students feel the rules in their classroom are fair.

86% of our Highland Park students feel their teachers are respectful towards them.

87% of our Highland Park students feel their teachers present information clearly in class.

### 2022-2023 Campus Upbeat survey indicated the following:

96% of our Highland Park staff feel campus administrators respect staff, students, and families of all backgrounds.

93% of our Highland Park staff that parents and teachers at our school work together as partners

96% of our Highland Park staff feel the employees at our school strive to help all students feel like they belong.

## Perceptions Strengths

2022-2023 Campus Upbeat Survey indicates 93% feel like parents and teachers work together as partners.

2022-2023 Campus Upbeat Survey indicates 98% feel teachers build trusting relationships with parents

2022-2023 Campus Upbeat Survey indicates 93% feel parents have confidence in teachers

2022-2023 Campus Upbeat Survey indicates 93% feel campus administrators view teachers as experts.

2022-2023 Campus Upbeat Survey indicates 96% feel administrators at my school value the perspectives of teachers from different races, ethnicities, and cultures.

2022-2023 Campus Upbeat Survey indicates 96% feel administrators at my school respect staff, students, and families of all backgrounds.

2022-2023 Campus Upbeat Survey indicates 96% feel teachers at my school strive to help all students feel like they belong.

2022-2023 Campus Upbeat Survey indicates 96% feel our school proactively involves all families in our school community.

2022-2023 Campus Upbeat Survey indicates 91% feel our teachers take shared responsibility for the overall success of my school.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** 2022-2023 Fall Campus Upbeat Survey indicates 35% of staff feel rules for student behavior are not consistently enforced by teachers at HPES, even for students who are not in their classes. **Root Cause:** HPES had an increase in behavior due to students' high social-emotional needs. Staff at HPES needs to continue learning and engaging in restorative practices.

# Priority Problem Statements

**Problem Statement 1:** HPES had a 5% Increase in Emergent Bilingual students over the last three years.

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

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** HPES had a 7% Increase in At Risk identified students over the last two years.

**Root Cause 2:** HPES needs continued training in supporting students who meet at-risk criteria.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** 62.6% of our students are meeting the At/Above Benchmark level for Reading Proficiency based on the District Benchmark goal as of May 2023.

**Root Cause 3:** We suffered from the loss of instructional time last school year as Tier 2 & Tier 3 instruction was not consistent.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 38% of our Black students are meeting the At/Above Benchmark level for Reading Proficiency based on the District Benchmark goal as of May 2023. Those scores are 24% below the All Students group.

**Root Cause 4:** We have not sufficiently accounted for potentially implicit biases in instruction and assessment for these frequently lower-scoring students.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** 80 % of our students are meeting the At/Above Benchmark level for Math Proficiency based on the District Benchmark goal as of May 2023.

**Root Cause 5:** Students' math fluency and computation skills have regressed due to the loss of instructional time during COVID-19. Math strategies are not consistent across grade levels.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** 67% of our Black students are meeting the At/Above Benchmark level for Math Proficiency based on the District Benchmark goal as of May 2023. This group is scoring 13% below the All Students group.

**Root Cause 6:** We have not sufficiently accounted for potentially implicit biases in instruction and assessment for these frequently lower-scoring students.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** 2022-2023 Spring Campus Upbeat Survey shows 52% of our staff feels the staff development provided helps improve their teaching.

**Root Cause 7:** Professional Development needs to be differentiated by grade level needs.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** 2022-2023 Fall Campus Upbeat Survey indicates 35% of staff feel rules for student behavior are not consistently enforced by teachers at HPES, even for students who are not in their classes.

**Root Cause 8:** HPES had an increase in behavior due to students' high social-emotional needs. Staff at HPES needs to continue learning and engaging in restorative practices.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** The Special Education student groups performed significantly below on the 2023 HPES READING STAAR assessments by scoring 25%, 21%, and 30% below the All Student group respectively in grades 3, 4, and 5.

**Root Cause 9:** The Special Education student group needs significant academic support. HPES needs more training in high-yield strategies that best support general education classrooms.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** The Special Education student group performed significantly below the 2023 HPES MATH STAAR assessments by scoring 26%, 26%, and 19% below the All Students group in grades 3, 4, and 5.

**Root Cause 10:** The Special Education student group needs significant academic support. HPES teachers need more training in high-yield strategies that best support in general education classrooms.

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** Fifth Grade 2023 STAAR Science Master scores were not comparable to Reading and Math STAAR Master scores. Science had 24% of students reach Masters level, Reading had 39% and Math had 31% at Masters.

**Root Cause 11:** HPES teachers need continues training in high yield, hands-on instruction for students.

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 12:** 2022-2023 Student Panorama Survey shows 48% of students feel the behavior of other students hurts or helps their learning.

**Root Cause 12:** Inconsistent implementation of Restorative Practices, and Second Step Strategies that support emotional regulation.

**Problem Statement 12 Areas:** School Processes & Programs

**Problem Statement 13:** 2022-2023 student attendance rate is at 95.2%, which is 2.8%, below the campus goal of 98%.

**Root Cause 13:** Students have been absent more than regularly due to Covid illness and quarantine protocols.

**Problem Statement 13 Areas:** School Processes & Programs



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## **Student Data: Assessments**

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

## **Student Data: Student Groups**

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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

# Goals

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

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

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

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

**Performance Objective 1:** By May 2024, HPES students in grades 3-5 will increase by 3% in achieving Approaches grade-level performance, Meets Grade Level performance, and Masters level performance on STAAR RLA tests.

To meet HB3 goals, the percent of 3rd grade students that score at Meets Grade Level or above on STAAR Math will increase to 75% by May 2024.

## **HB3 Goal**

**Evaluation Data Sources:** In June of 2024, data compilations will be dis-aggregated to determine percentage of students meeting benchmark and the percentage of the students performing at the Masters Level of STAAR Reading assessments.

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

**Performance Objective 2:** 90% of Emergent Bilingual students will show significant (1 or more years) growth as demonstrated on the assessment data gathered from TELPAS and MOY and EOY assessments by increasing their TELPAS composite English language proficiency level.

**Evaluation Data Sources:** TELPAS data will be dis-aggregated by specific student populations and growth areas.

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

**Performance Objective 3:** By May 2024, HPES students in grades 3-5 will increase Meets grade-level performance results on STAAR Math tests. 3rd grade will reach 75% (to meet HB3 goal), 4th grade will reach 58%, and 5th grade will reach 72%.

## **HB3 Goal**

**Evaluation Data Sources:** STAAR data will be disaggregated to determine the percentage of students meeting the benchmark and the percentage of the students

performing at the Masters Level of STAAR Math assessments.

**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 and each evaluated student group (African American, Hispanic, and High Focus) through high-quality tiered instruction ensuring at least one year's academic growth for a minimum of 85% of students, during the 2023-2024 school year 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 May 2024, HPES students in grade 5 will increase by 3% to achieve at 83% Approaches grade level performance, 50% Meets grade level performance, and 27% Masters grade level performance on STAAR Science tests.

**Evaluation Data Sources:** In June of 2024, STAAR Data will be disaggregated to determine the percentage of students meeting Approaches, Meets, and Masters grade level performance of STAAR Science assessments.

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

**Performance Objective 6:** The percentage of PreK students who score on grade level or above in Reading on the C-PALLS+ assessment will increase to 54% by May 2024.

**HB3 Goal**

**Evaluation Data Sources:** EOY C-PALLS+ assessment results

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

**Performance Objective 7:** The percent of Kindergarten students that score on grade level or above in Reading on the end-of-year TX-KEA assessment will increase to 69% by May 2024.

**HB3 Goal**

**Evaluation Data Sources:** EOY reading results

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

**Performance Objective 8:** The percentage of 1st through 3rd-grade students that score on grade level or above in Reading on the TPRI, Tejas LEE, Star 360, and STAAR Reading assessments will increase to 72% by May 2024.

**HB3 Goal**

**Evaluation Data Sources:** Star 360 reading results  
STAAR reading results  
TPRI/Tejas LEE results

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

**Performance Objective 9:** The percentage of PreK students that score on grade level or above in math on the end of the year assessment will increase to 85% by May 2024.

**HB3 Goal**

**Evaluation Data Sources:** EOY math results

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

**Performance Objective 10:** The percent of Kindergarten students that score on grade level or above in math on the TX-KEA assessment will increase to 55% by May 2024.

**HB3 Goal**

**Evaluation Data Sources:** TX-KEA math results

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

**Performance Objective 11:** The percent of 1st through 3rd grade students that score on grade level or above in Math on the STAAR and Star 360 Mathematics assessments will increase to 81% by May 2024.

**HB3 Goal**

**Evaluation Data Sources:** Star 360 math results  
STAAR math results

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

**Performance Objective 1:** Highland Park will improve student attendance rates to 98% for the 2023-2024 school year.

**Evaluation Data Sources:** Average Daily Attendance Rate

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

**Performance Objective 2:** Highland Park will strengthen the school-home and community connections as measured by increased positive responses on the 2023-2024 parent and student 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 will reduce the percentage of office referrals by 2% each month as compared to the previous school year.

**Evaluation Data Sources:** Monthly Office monthly comparison data pulled from Skyward.

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 2:** Highland Park Elementary will communicate through multiple modalities weekly during 95% of the weeks on the educational 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 3:** Highland Park will encourage wellness and safety through a variety of activities planned for monthly events. A minimum of 6 activities of moderate to vigorous levels will be planned during the school year with 95% of the students participating. Student fitness will be assessed utilizing the FitnessGram tool during Physical Education.

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

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 4:** During the 2023-2024 school year, Highland Park Elementary will host at least 1 student/parent academically responsive activity per semester designed to increase parent knowledge & participation.

**Evaluation Data Sources:** Feedback forms will be provided at the end of the event.

# Addendums