Once a Scottie, Always a Scottie.
HIGHLAND PARK EL

Mission

Highland Park Elementary School, a national Blue Ribbon school, offers a strong academic program on a spacious and picturesque campus in northwest Austin. A strong partnership between students, staff, parents and community promotes mastery and achievement beyond the basic curriculum and helps students become problem-solvers who are prepared for the future. Arts-based programming includes visual, musical, theatrical and digital media.

Vision

The mission of Highland Park Elementary School is to provide opportunities that ensure each student achieves his or her greatest potential through support of these academic elements:

Success: the opportunity to succeed
Citizenship: responsible members of the American society and world community
Opportunity: the opportunity to learn and grow in a holistic atmosphere
Technology: a world-class technology system
Teamwork: a partnership of students, staff, parents, and community
Innovation: creative ideas to meet the needs of today's students
Excellence: mastery and achievement beyond basic curriculum
Solutions: problem solvers to prepare for the future

Nondiscrimination Notice

HIGHLAND PARK EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.
Comprehensive Needs Assessment

Demographics

Demographics Strengths

List your campus strengths here:
Consistent enrollment annually and across grade levels.
Most families respect and embrace diverse populations and are working on the issue with their children.
Campus has become far more diverse in many areas. We still have low numbers of Black children.
We have increased the demographic diversity of our classified and professional staff.
We are aware and working toward better broadening the perspectives of our children.
Our student count remains consistent and represents an attentiveness of staff.

Demographics Weaknesses

List areas you would like to grow here:
We need to recruit and prepare ourselves to better serve teachers and students with diverse demographics.
Our lack of diversity provides special opportunities for our teachers and staff to educate our students about world experiences outside of their own.

Demographics Summary

Access your Discipline dashboard in Forecast5, under Guided Analysis, you will click on "Discipline Analysis" to see your campus discipline data from the 2021-22 school year.

1.) In 2021-22, 0% of the students within the African American/ Black population had one or more discipline events.
2.) In 2021-22, 0% of the students receiving Special Education services had one or more discipline events.

Student Discipline Reflection Question:

We will continue to support restorative practices for all students and use our SEL strategies to establish quality relationships. We know who our African American students are in each class and make sure to provide positive supports to ensure all students have equal access to learning and we eradicate the process of removing students for discipline issues (unless it is a safety issue).

All classrooms will utilize Zones of Regulation and Peace areas to support student's ability to self regulate.
Comprehensive Needs Assessment

Demographics Summary (Continued)

2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?

We use the same practices for our special education students as well and go to ARD if we feel there is a behavioral need that we should address.

All classrooms will utilize Zones of Regulation and Peace areas to support student's ability to self regulate.

Student Achievement

Student Achievement Strengths

List your campus strengths here:

- TEA overall scores of 96 with an A rating.
- Student Achievement Domain= 94
- School Progress= 92
- Closing the Gaps= 100
- All 6 Distinction Designations - ELA, Math, Science, Academic Growth, Postsecondary Readiness, and Closing the Gaps

Only 1 of 2 AISD schools to have an A rating and all 6 Distinctions!

Student Achievement Weaknesses

List areas you would like to grow here:

- Relative Performance= 83

Relative performance measures how a school's performance compares to other schools with similar economically disadvantaged populations.
Comprehensive Needs Assessment

Student Achievement Summary

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWl6GvQ3ollZCR-OzCgTQsHBYCEiqwa_zM21Qo/preview?slide=id.p7

Reflection Questions:
1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)
Hispanic students excelled in STAAR reading at the Meets level- they achieved above the goal of 60%, they scored 74% at Meets in reading.
Math did not meet the goal of 60%, Hispanic math average was 54% at Meets, 3rd grade at 50%, 4th grade at 41%, and 5th grade at 67%.
Science did meet the goal at 65% Meets.

Eco Dis group reading increased 15% points up to 56% at Meets, this is still below our 60% goal, but great improvement.
Eco Dis math went down slights by 3% points to 38% at Meets, 4th grade at 33% and 5th grade did meet goal at 60% Meets.
Science decreased by 12% points to 50% at Meets.

Special education also showed great improvements. Reading meet the goal at 64% Meets. Math at 35% Meets, which is up 7% points from last year. Science hit goal at 62% Meets.

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?
Our 2 lowest performing student groups at the Meets level are Eco Dis and Special Education.

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Use STAAR Projected Proficiency Report
All of student test in English and showed great progress from BOY to MOY across all grade levels. We see a dip at EOY, but that was due to test fatigue and test timing with STAAR and other EOY tests. Our STAAR results show that students did master expected skills, but struggled to put in best efforts on EOY MAP.

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components?
We have very few students who take TELPAS, so our data is very limited. Our students are making growth in TELPAS, but they can struggle to get from Advanced to Advanced High, especially in reading and writing. A couple of our students also get Special Education services, which can impact their language and overall learning.

School Culture and Climate

School Culture and Climate Strengths

List your campus strengths here:
Joyful place to learn and teach.
Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

SEL is our campus culture!
Low mobility of families and staff.
High marks on all district surveys (parent/student/staff).
Admin team knowing every kids’ name is amazing and contributes to their connection to HP.
Very connected and caring staff.

School Culture and Climate Weaknesses

List areas you would like to grow here:
Continue to make a culture and climate a priority.
Develop a sense of belonging for all staff, students, and families.
Build connections and relationships with new to HP staff, students, and families.

School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting
-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_A72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:
- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- SEL
- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services
Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

Reflection Questions:

1.) In 2021-22, using the CSH list, 2 of the 11 areas did not reach 70% implementation. Only 2 are physical environment and community engagement.

2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? We need a bigger gym to match our enrollment size and additional community events that focus on school health. We also need to communicate more info to our community about our PE and wellness programs.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:
High retention of highly-qualified teachers and staff. Most effective and caring staff that are student-centered and professional. Staff culture of continuous improvement and growth. Posted positions are sought after and get more than average applicants. Admin are actively seeking more staff diversity when hiring.

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:
Increase diversity of staff and retain diverse staff.

Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:
https://secure.panoramaed.com/austinisd/understand/19295098/summary
Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Staff Climate Survey
- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

Staff Climate Reflection Questions:
1.) Which area(s) will you focus on strengthening this school year?
   Sense of belonging for students, staff, and families
   Safety for all
   Feedback and coaching for staff
   Family support

2.) Why did you select this/these area(s)?
   Because they had the lowest positive responses.

Campus Communication Goals & Practices
- Campus Communication Strategies
- Campus Website
- Phone/Voicemail/Email Practices
- Language Line for Preferred Language

Campus Culture of Respect Goals
- Campus culture of respect practices and goals
- Customer service prioritization

Customer Service Reflection Questions:
1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?
   Staff book club, staff community circles, PLCs, connection questions to start every faculty meetings, PAWS for Praise, nice notes, appreciation events, choice meetings, and respect of time and expertise!

   Collaboration with DEI Community Group and inclusion of DEI info into weekly communications.
   Creation of form- Support to STOP Bias, Discrimination, Harassment, or Hate that was shared with CAC, DEI, PTA, and community. Posted weekly to community.

2.) What are your customer service celebrations/strengths?
   Use of new online platform- ParentSquare!
Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Use of HP Family Feedback Form to have student info for all staff to be informed and supportive.
Consistent communication plan from admin.
Use of an online communication system.
Creation of master schedules and calendars.
Supportive and collaborative relationship between school and community.
Thoughtful, continual communication.

3.) What are your areas of growth?
A systematic approach to welcoming new families at the beginning of the year and contact who reaches out to welcome new families throughout the year. Someone who is focused on connecting with and developing relationships at grade levels.
Any opportunities to engage in community service.

4.) What will be your priority for customer service this year?
Creating a sense of belonging for staff, students, and families.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:
Teaching teams are focusing on meeting student needs.
3rd- 5th grades, they are focused on specific subject areas that they enjoy and are stronger at teaching.
Art of teaching is alive and well at HP!
Consistent use of creative teaching strategies across all classes and subjects.
Use of assessments to drive instruction and support student needs.
Curriculum alignment with use of Bridges for math, Haggerty phonics at K-1, Language Enrichment and Scientific Spelling at primary grades, work work at 3rd- 5th grades.

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:
Working to integrate the social justice standards into our SEL lessons.
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses (Continued)

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: https://docs.google.com/spreadsheets/d/1ubmlCopfZl5uJIlFMxuP6L7HY2A1JB2glMXy-BOvvk/edit?usp=sharing

Advanced Academics Areas of Compliance
- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:

1.) Based on the 21-22 GT CAMP, 0 of the 5 areas were out of compliance. In 2022-23 none of the areas out of compliance will have a strategy associated in my new CIP/TIP plan.

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)?
We identify our GT students and place them in clusters for homerooms and subject specific classes.

2.) How are you communicating with all families about GT and/or advanced learning opportunities?
Weekly post on ParentSquare and GT Advocate is posting too. Teachers share semester service reports directly with families.

3.) How do you support a culture that provides advanced learning opportunities to all students?
Enrichment Board and Campus Challenges are given to all students. We differentiate for all students based on current skills and concepts.

Access your MAS Dashboard here: https://access.austinisd.org/DMMasVueApp/##/

Think about the following areas as you look at your data:
-Multilingual Programs at your campus- Foreign Language Exposure Program
-Students with Interrupted Formal Education (SIFE)
-Refugee/Asylee students population
-Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs
-Students in their 1st, 2nd, and 3rd, year in US schools
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs?
We are testing to determine language needs and collaborating to see how best to meet those.

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?
All teachers have ESL certification to provide language acquisition support.

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.
We closely monitor TELPAS, MAP, and SCA data to ensure all students are making progress. Teachers get TELPAS scores at the beginning of the year with the expectation of continued growth.

4.) How does the campus welcome families and students that are new to the country?
Counselor has welcome groups and we connect with PTA and DEI to provide family/community supports.

Creative Learning Initiative (CLI)
Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly)
We observe and celebrate it!

2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year)
We document and pay for them.

3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI’s Dance Across Austin (DAA) implemented through PE lessons.)
We observe, budget, and celebrate it!

Family and Community Involvement

Family and Community Involvement Strengths

List your campus strengths here:
Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

We have a very engaged and supportive school community. 
Consistent volunteer programs to support student reading and math skills.

Families genuinely feel grateful to participate in school activities and show appreciation for teachers and staff.

Family and Community Involvement Weaknesses

List areas you would like to grow here:
Develop a sense of belonging for new families and students.

Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting
-coordinatedSchoolHealthDashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:
- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:
1.) Which area(s) will you focus on strengthening this school year (22-23)?
   Sense of belonging
   Get at least a 70% in all 11 areas.

2.) Why did you select this/these area(s)?
   New families and staff at HP, so we want them to feel connected and included to stay.

School Context and Organization
Comprehensive Needs Assessment

Technology

Other
**HIGHLAND PARK EL**

**Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

**Objective 1.** (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
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<tbody>
<tr>
<td>1. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. Condition #2: Recognition and cultivation of gifts, talents and interests Condition #4: Positive relationships with teachers and peers Condition #5: A sense of belonging, empowerment, connection and identity safety (Target Group: All) (ESF: 3,3.2,3.3,3.4)</td>
<td>Academic Leadership Team</td>
<td>By October 2022</td>
<td></td>
<td>Criteria: Meeting agenda and minutes 11/03/22 - Some Progress</td>
</tr>
<tr>
<td>2. Add Whole Child, Every Child placeholder to CAC meeting agendas to discuss current/continuous activities. Condition #2: Recognition and cultivation of gifts, talents and interests Condition #4: Positive relationships with teachers and peers Condition #5: A sense of belonging, empowerment, connection and identity safety (Target Group: All) (ESF: 3,3.1,3.3,3.4)</td>
<td>CAC Members</td>
<td>By October CAC Meeting</td>
<td></td>
<td>Criteria: CAC Agendas 11/03/22 - Some Progress</td>
</tr>
<tr>
<td>3. Invite caregivers/families to a minimum of 4 events that promote Whole Child, Every Child such as Fun Run, Caregiver Connections, Book Clubs, Community Coffees and focus on all areas supporting Whole Child by providing activities/information. Condition #2: Recognition and cultivation of gifts, talents and interests Condition #4: Positive relationships with teachers and peers Condition #5: A sense of belonging, empowerment, connection and identity safety (Target Group: All) (ESF: 3,3.1,3.3,3.4)</td>
<td>Academic Leadership Team</td>
<td>Schedule by October</td>
<td></td>
<td>Criteria: Calendar and meeting sign-in. 11/03/22 - Significant Progress</td>
</tr>
</tbody>
</table>
Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 2. (Physical Environment/Sustainability) Highland Park will create 3 daily PE spaces that are safe and effective for high quality PE instruction.

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<tr>
<td>1. We will paint the cafeteria and blacktop to match the current gym floor. Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety. (Target Group: All) (ESF: 3,3.2,4,4.1)</td>
<td>PE Teacher</td>
<td>Before Sept.</td>
<td></td>
<td>Criteria: Painting done. 11/03/22 - Completed</td>
</tr>
<tr>
<td>2. We will purchase additional equipment and storage to have adequate materials for all students in all 3 PE locations. Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety. (Target Group: All) (ESF: 4,4.1)</td>
<td>PE Teacher</td>
<td>Before Sept.</td>
<td></td>
<td>Criteria: Receipt and use of equipment 11/03/22 - Significant Progress</td>
</tr>
<tr>
<td>3. Create a schedule for 3 PE groups to rotate effectively to all coaches and locations for a high quality student PE experience. Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety. (Target Group: All) (ESF: 1,1.2,3,3.2,4,4.1,5,5.1)</td>
<td>Academic Leadership Team, PE Teacher</td>
<td>End of October</td>
<td></td>
<td>Criteria: Rotation schedule 11/03/22 - Completed</td>
</tr>
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HIGHLAND PARK EL

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 3. (Community Engagement) We will engage with a minimum of ten community organizations to promote health, wellness, academics, art, music, PE, and/or family supports to get settled for new families and maintain connection with all families.

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<tr>
<td>1. With our PTA, we will build strong partnerships with at least 10 Partners in Education to support HP needs. Condition #5: A sense of belonging, empowerment, connection and identity safety. (Target Group: All) (ESF: 3,3.1,3.3,3.4)</td>
<td>PTA</td>
<td>Scheduled by October</td>
<td>Criteria: PIE list</td>
<td>11/03/22 - Completed</td>
</tr>
<tr>
<td>2. Facilitate two community social events with families, students, campus staff and community members to invite feedback and collaborative planning for improved student outcomes and community connection. Condition #5: A sense of belonging, empowerment, connection and identity safety (Target Group: All) (ESF: 1,1.2,3,3.1,3.3,3.4)</td>
<td></td>
<td>Schedule by October</td>
<td>Criteria: Calendar and recorded feedback</td>
<td>11/03/22 - Significant Progress</td>
</tr>
<tr>
<td>3. Host a caregiver book club with SEL Specialist, counselors and admin to learn together and build relationships. Condition #5: A sense of belonging, empowerment, connection and identity safety (Target Group: All) (ESF: 3,3.1,3.3,3.4)</td>
<td>Academic Leadership Team, Counselor, SEL Committee</td>
<td>Start in October</td>
<td>Criteria: Book club schedule and sign-up</td>
<td>11/03/22 - Significant Progress</td>
</tr>
<tr>
<td>4. Collaborate with DEI Community Group to have shared learning with staff Equity Team on a book study. Condition #5: A sense of belonging, empowerment, connection and identity safety. Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities. (Target Group: All) (ESF: 1,1.2,3,3.1,3.3,3.4)</td>
<td></td>
<td>Complete by May 2023</td>
<td>Criteria: Meeting minutes</td>
<td>11/03/22 - Significant Progress</td>
</tr>
</tbody>
</table>
Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.2) Admin team will meet at least 2 times a week to discuss our plan for teacher development with regular monitoring of walkthroughs, feedback, and coaching sessions.

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<tr>
<td>1. We will calendar out the focused PPIT strands for focused observations and feedback.</td>
<td>Academic Leadership Team</td>
<td>Calendar by Sept.</td>
<td>Criteria: Calendar</td>
<td>11/03/22 - Completed</td>
</tr>
<tr>
<td>Condition #3: High expectations and support to meet those high expectations Condition #4: Positive relationships with teachers and peers Condition #5: A sense of belonging, empowerment, connection and identity safety (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1,1,2,2,2,1,3,3,1,4,4,1,5,5,1,5,2,5,3,5,4)</td>
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<td></td>
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<tr>
<td>2. We will communicate the focused Strand in the WAAG with links to resources and rubric.</td>
<td>Academic Leadership Team</td>
<td>Weekly</td>
<td>Criteria: WAAG</td>
<td>11/03/22 - Completed</td>
</tr>
<tr>
<td>Condition #3: High expectations and support to meet those high expectations Condition #4: Positive relationships with teachers and peers Condition #5: A sense of belonging, empowerment, connection and identity safety (Target Group: All) (ESF: 1,1,1,2,2,2,1,3,3,1,3,3,4,4,1,5,5,1,5,2,5,3,5,4)</td>
<td></td>
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<tr>
<td>3. Admin will read Trust-Based Observations and select at least 1 novice teacher to implement the observation model.</td>
<td>Academic Leadership Team, Administrators</td>
<td>By October</td>
<td>Criteria: Walkthrough documentation</td>
<td>11/03/22 - Some Progress</td>
</tr>
<tr>
<td>Condition #3: High expectations and support to meet those high expectations Condition #4: Positive relationships with teachers and peers Condition #5: A sense of belonging, empowerment, connection and identity safety (ESF: 1,1,1,2,5,5,1,5,2,5,3,5,4)</td>
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**Goal 2.** (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

**Objective 2.** (STAAR Domain 3) By June 2023, Highland Park Elementary student groups in domain 3 will increase percent at Meets in Math STAAR for Hispanic from 53% to 60%, EcoDis from 38% to 45%, and Sped from 36% to 45%.

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<tr>
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<tbody>
<tr>
<td>1. Start Math Boost Groups for 4th and 5th graders in October that focus on homework help and math games to review skills. Condition #2: Recognition and cultivation of gifts, talents and interests Condition #3: High expectations and support to meet those high expectations (Target Group: H,ECD,SPED) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.3,5.4)</td>
<td></td>
<td>October 2022</td>
<td></td>
<td>Criteria: Group rosters 11/03/22 - Significant Progress</td>
</tr>
<tr>
<td>2. Create schedule at provides extra support in 3rd-5th math classes to ensure that small group instruction can effectively happens at least 3 times a week. Condition #2: Recognition and cultivation of gifts, talents and interests Condition #3: High expectations and support to meet those high expectations (Target Group: H,ECD,SPED) (Strategic Priorities: 2) (ESF: 1,1.2,3,3.3,4,4.1,5,5.1,5.3,5.4)</td>
<td></td>
<td>By September</td>
<td></td>
<td>Criteria: Master schedule 11/03/22 - On Track</td>
</tr>
<tr>
<td>3. In Spring semester, schedule STAAR boost groups during lunch, study hall, and after school to ensure that all students get the extra support that they need to reach the Meets level. Condition #2: Recognition and cultivation of gifts, talents and interests Condition #3: High expectations and support to meet those high expectations (Target Group: H,ECD,SPED) (Strategic Priorities: 2) (ESF: 1,1.2,3,3.3,4,4.1,5,5.3,5.4)</td>
<td></td>
<td>Feb- May</td>
<td></td>
<td>Criteria: Group rosters and calendar 11/03/22 - Some Progress</td>
</tr>
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</table>
**HIGHLAND PARK EL**

**Goal 3.** (Increased Enrollment) SMART Goal: 85% of current students will be registered for SY 22-23 by June 1, 2022.

**Objective 1.** (Increased Enrollment) SMART Goal: 85% of current students will be registered for SY 22-23 by June 1, 2022.

<table>
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<tr>
<th>Activity/Strategy</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. Condition #4: Positive relationships with teachers and peers Condition #5: A sense of belonging, empowerment, connection and identity safety (Target Group: All) (ESF: 1, 1.2, 2, 1.3, 1.3, 3.3, 3.4)</td>
<td>Administrators, Registrar</td>
<td>Spring</td>
<td>Criteria: Registration counts 11/03/22 - On Track</td>
<td></td>
</tr>
<tr>
<td>3. Create a Google Sheet tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. Condition #4: Positive relationships with teachers and peers Condition #5: A sense of belonging, empowerment, connection and identity safety (Target Group: All) (ESF: 1, 1.2, 3, 3.3, 3.4)</td>
<td>Administrators</td>
<td>Create by October</td>
<td>Criteria: Google sheet tracking 11/03/22 - Some Progress</td>
<td></td>
</tr>
</tbody>
</table>
**HIGHLAND PARK EL**

**Goal 4.**  (Exemplary Customer Service) By the end of October 2022, 95% of families will be connected to ParentSquare and read the info weekly.

**Objective 1.**  (Exemplary Customer Service) By the end of October 2022, 95% of families will be connected to ParentSquare and read the info weekly.

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Person(s) Responsible</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Provide training to all staff on how to use ParentSquare and provide monthly communication tips. Condition #4: Positive relationships with teachers and peers Condition #5: A sense of belonging, empowerment, connection and identity safety (Target Group: All)  (ESF: 1,1.2,3,3.3,3.4)</td>
<td>Administrators</td>
<td>Monthly</td>
<td>Criteria: Monthly voicemail checks 11/03/22 - Significant Progress</td>
<td></td>
</tr>
<tr>
<td>2. Include CARES tips in staff WAAG in at least 1/4 of staff newsletters (9 out of 36) this year. Condition #4: Positive relationships with teachers and peers Condition #5: A sense of belonging, empowerment, connection and identity safety (Target Group: All)  (ESF: 1.2,3,3.1,3.3,3.4)</td>
<td>Administrators</td>
<td>Ongoing</td>
<td>Criteria: WAAGs 11/03/22 - Some Progress</td>
<td></td>
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<tr>
<td>3. Post Weekly Headlines every Monday during the school year that shares information and pics. Condition #4: Positive relationships with teachers and peers Condition #5: A sense of belonging, empowerment, connection and identity safety (Target Group: All)  (ESF: 1,1.1,1.2,3,3.1,3.3,3.4)</td>
<td>Grade Level Lead</td>
<td>Monthly</td>
<td>Criteria: Meeting minutes 11/03/22 - On Track</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td></td>
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<tr>
<td>Land, Cari</td>
<td>Counselor- DEI Rep</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Pena, Katie</td>
<td>Principal</td>
<td></td>
<td></td>
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<tr>
<td>von der Leith, Lily</td>
<td>Kinder Teacher</td>
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<td></td>
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<tr>
<td>Malone, Ashley</td>
<td>5th Teacher</td>
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<td>Bell, Terry</td>
<td>1st Teacher</td>
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<td>Miller, Naomi</td>
<td>2nd Teacher</td>
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<tr>
<td>Leach, Jodi</td>
<td>Sped and 3rd Teacher</td>
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<td>Bona Bonser, Rachael</td>
<td>Sped Classified</td>
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<td>Richards, Mitchell</td>
<td>4th Teacher</td>
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<tr>
<td>Neugart, Joey</td>
<td>PTA Rep</td>
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<td>Elsass, Gil</td>
<td>Community Rep</td>
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<td>Wolfe, Leigh</td>
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<td>Greig, Travis</td>
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<td>Wintemute, Kelly</td>
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<td>Gay, Harrison</td>
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### 2022 - 23 A-F Estimator Longitudinal Worksheet

#### STUDENT ACHIEVEMENT DOMAIN

**Scaled Score and Grade**

<table>
<thead>
<tr>
<th></th>
<th>2022 Actual</th>
<th>SCA 1</th>
<th>SCA 2</th>
<th>SCA 3</th>
<th>2023 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCA 1</td>
<td>94</td>
<td></td>
<td></td>
<td></td>
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<td>A</td>
<td>--</td>
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</table>

**School Progress Components**

<table>
<thead>
<tr>
<th></th>
<th>2022 Actual</th>
<th>SCA 1</th>
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<tbody>
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</table>

**Closing the Gaps Components**

<table>
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</thead>
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<tr>
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<td>--</td>
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#### SCHOOL PROGRESS DOMAIN

**Overall Score and Grade**

<table>
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<tr>
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<tbody>
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#### CLOSING THE GAPS DOMAIN

**Scaled Score and Grade**

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<tr>
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### Instructions:

1.) Click on the campus name below to select your campus from the drop-down menu.
2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR* = Not Rated: Senate Bill 1365

Campus Name: **Highland Park**  
Campus Number: **227901119**
### STUDENT ACHIEVEMENT DOMAIN

**Scaled Score and Grade**

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</tr>
<tr>
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### SCHOOL PROGRESS DOMAIN

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<td>94</td>
<td>2023 Goal</td>
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<tr>
<td>Grade</td>
<td>A</td>
<td>D</td>
<td>--</td>
<td>A</td>
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</tbody>
</table>

### CLOSING THE GAPS DOMAIN

**Scaled Score and Grade**

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<td>69</td>
<td>100</td>
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<tr>
<td>Grade</td>
<td>A</td>
<td>D</td>
<td>--</td>
<td>A</td>
</tr>
</tbody>
</table>

**Student Achievement Components**

- **STAAR Performance Approaches**: 94/90%/95
- **STAAR Performance Meets**: 80/63%/82
- **STAAR Performance Masters**: 56/39%/60
- **STAAR Performance Raw Score**: 77/64%/79

**School Progress Components**

- **Academic Growth Raw Score**: 86/51/90
- **Academic Growth Scaled Score**: 92/53/94
- **Academic Growth Grade**: A/F/ --

**Closing the Gaps Components**

- **Economically Disadvantaged %**: 6.2/6.2/6.2/6.2/6.2
- **Relative Performance Raw Score**: 77/64/79
- **Relative Performance Scaled Score**: 83/62/85
- **Relative Performance Grade**: B/D/ --

**OVERALL SCORE AND GRADE**

<table>
<thead>
<tr>
<th></th>
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<th>SCA 3</th>
<th>2023 Goal</th>
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<tbody>
<tr>
<td>2022</td>
<td>96</td>
<td>84</td>
<td>97</td>
<td>2023 Goal</td>
</tr>
<tr>
<td>Grade</td>
<td>A</td>
<td>B</td>
<td>--</td>
<td>A</td>
</tr>
</tbody>
</table>

**Economically Disadvantaged % Grouping**

- 6.1 to 7
- 6.1 to 7
- 6.1 to 7
- 6.1 to 7

**2022 Values: 13 out of 13**

**2023 Goals: 10 out of 10**

**Academic Achievement Growth**

- **STAAR Performance Raw Score**: 77/64/79
- **Relative Performance Raw Score**: 77/64/79
- **Relative Performance Scaled Score**: 83/62/85
- **Relative Performance Grade**: B/D/ --

**English Language Proficiency**

- **2022 Values: -- out of --**
- **2023 Goals: 1 out of 1**

**Student Success**

- **2022 Values: -- out of --**
- **2023 Goals: 1 out of 1**

---

**Campus Name:** Highland Park  
**Campus Number:** 227901119

Instructions:

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