Austin Independent School District

Highland Park Elementary

2025-2026 Campus Improvement Plan

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Mission Statement

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 basis curriculum
- Solutions: problem solvers to prepare for the future

Vision

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.

Value Statement

I am a Highland Park Scottie.

I am a partner in my education.

I pledge to make a decision to help me become the best person that I can be.

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Goals

Goal 1

Austin ISD Stronger Together
By fostering a culture of high expectations and collective ownership, Austin ISD can create an environment where every student and staff member thrives.

Performance Objective 1

☑ **High Priority** ☑ **Dual Capacity/Caregiver Engagement Goal**

(CPM 2.1) Enhance community collaboration by developing strategies to implement the Dual Capacity Building Framework for Family-School Partnerships.

Evaluation Data Source: Plan4Learning

Performance Objective 2

☑ **High Priority** ☑ **HB3 Goal**

(TEC) Campuses will implement the required coordinated school health activities, using data to demonstrate measurable gains in student and staff well-being, directly contributing to campus improvement goals.

Evaluation Data Source: Coordinated School Health Survey
Resources: https://drive.google.com/file/d/1VGjS7cB8AxChWm5DoMS-O1wc3vEHa6T5/view?usp=sharing

Performance Objective 3

☑ **High Priority**

(TEC) 100% of campuses will conduct discipline review meetings with Student Discipline Office and document strategies and methods for violence prevention. Campuses will implement, at minimum, one violence prevention strategy before the end of the 2025-2026 academic year.

Evaluation Data Source: Resources: Character Strong
Frontline SIS

Performance Objective 4

☑ **High Priority**

(CPM 1.1) The percentage of students experiencing chronic absenteeism will decrease from 5.3% during SY 24-25 to 4.3% by July 2026.

Evaluation Data Source: Frontline SIS

Performance Objective 5

(CPM 3.3) The representation index between African American students identified as gifted and talented and the total African American student enrollment will increase by one more student by June 2026.

Evaluation Data Source: Gifted and Talented Office

Performance Objective 6

(CPM 5.1)The average campus score on indicators 4, 8, and 9 (Professional Learning to Strengthen Staff Expertise, Transformative SEL-Integrated Instruction, Cultural Responsiveness) on the SEL and CP&I implementation measurement tool will increase from 3.33% in June 2025 to 3.67% by BOY.

Evaluation Data Source: SEL and CP&I implementation measurement tool

Performance Objective 7

(CPM 3.2) The number of walkthroughs scoring on track in the language of instruction domain of the locally developed Dual Language Data Collection Tool Rubric will increase from XX% in June 2025 to XX% at June 2026.

Performance Objective 8

(CPM 5.2) The percent disproportionality in discipline for African American students will decrease from XX% in June 2025 to XX% by June 2026. (Alternate: Develop a performance objective to reduce one of the top offenses accounting for a significant number of removals, or develop a performance objective to maintain the currently low number of discipline events on campus.)

Goal 2

Early Learning
The Early Learning District Initiative positions Austin ISD as a leader in early childhood education by ensuring equitable, high-quality learning experiences for children from birth to grade 2. This initiative addresses foundational literacy and numeracy to close achievement gaps and prepare students for long-term academic success.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

(SC Goal 1) The percentage of 3rd-grade students earning meets grade level or above on the STAAR Reading Assessment in English will increase from 82% in June 2025 to 85% by June 2026.

Evaluation Data Source: Progress Monitoring: NWEA MAP assessment STAAR projected proficiency values. Source data: 3rd Grade Reading STAAR Assessment

Performance Objective 2

☑ **High Priority** ☑ **HB3 Goal**

(SC Goal 2) The percentage of 3rd-grade students earning meets grade level or above on the STAAR Mathematics Assessment in English will increase from 71% in June 2024 to 75% by EOY.

Evaluation Data Source: Progress Monitoring: NWEA MAP assessment STAAR projected proficiency values. Source data: 3rd Grade Math STAAR Assessment.

Performance Objective 3

(CPM 4.1)The percentage of early education (PK-2) teachers averaging at least a 3.5 overall observation score on formal observation portion of the Instructional Practices (aligned to developmentally appropriate practices) section of the Professional Pathways for Teachers (PPfT) Appraisal System will increase from 90% in June 2025 to 94%% by June 2026.

Evaluation Data Source: PPfT Appraisal System

Performance Objective 4

(GPM 5.1)The percentage of 5th-grade students enrolled in dual language who earn a proficiency level equivalent to level 1 high school credit in the TEKS on the Avant STAMP4S dual language proficiency assessment for partnered language will increase from 76.2% in June 2025 to 84.0% by June 2026.

Special Education Initiative

Goal 3

Austin ISD will ensure compliance with all requirements as identified in the TEA Agreed Order, including the Strategic Plan for Special Education (English, Spanish). All referenced documents are included in the Policies section.