



Highland Park High School Campus Improvement Plan

2016 - 2017

2016-2017
Goals and Objectives with Action Plans
HPHS

Goal 1: Promote the HPHS Learner to be Academically Prepared for College and Career					
Objective: Multiple measures will be used to determine student achievement and academic progress.					
Advanced Placement (AP) & Dual-Credit					
1.01	Increase the percentage of juniors and seniors taking AP or dual-credit courses to 80%. In addition, increase the percentage of 10th graders taking AP courses to 60%				
1.02	Increase the percentage of student earning a score of 2, 3, 4, or 5 on the AP exam to 95%.				
1.03	Increase the percentage of students earning a score of 3, 4, or 5 on the AP exam to 80%.				
1.04	Increase the percentage of students earning a score of 4 or 5 on the AP exam to 50%.				
No.	Activity	Timeline	Who's Responsible	Resources	Measure and Evaluation
1	Provide appropriate information and counseling for students entering Pre-AP courses.	2016-2017 school year	Counseling	Academic Planning Guide	Formative: In the spring 2017, counselors will visit 8th grade classes to discuss Pre-AP classes. Summative: While maintaining or increasing the percentage of Pre-AP enrollment, HPHS will increase Pre-AP retention by 10% during the first six weeks.
2	Provide AP English information and updated summer reading assignments in 8th, 9th, 10th, and 11th grade registration seminars, the Academic Planning Guide, and ELA Curriculum webpage.	2016-2017 school year	Counseling, English Department	Academic Planning Guide, ELA Curriculum Webpage	Formative: Students receive Planning Guides and information on AP courses. Summative: The number of juniors and seniors taking AP courses is 80%; the number of sophomores is 60% or above.

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3	Provide parents with information regarding college admission and the value of AP credits and the process for applying AP credit to colleges and universities.	2016-2017 school year	Counseling	Academic Planning Guide	Formative: Parent surveys and AP enrollment figures indicate more information on college admission and AP credit. Summative: The number of juniors and seniors taking AP courses is 80% or above; the number of sophomores is 60% or above; the number of students earning a 2, 3, 4, or 5 on an AP exam will increase to 95% or above; the number earning a 3, 4, 5 is 80% or above.
4	Provide teachers with AP training.	2016-2017 school year	AP Coordinator	College Board SD Funds	Formative: All AP teachers receive AP training. Summative: The number of students earning a score of 2, 3, 4, or 5 is 95% or above; the number earning a 3, 4, 5 is 80% or above.
5	Research AP scores at HPHS and disaggregate data to find possible scoring patterns.	2016-2017 school year	AP Coordinator	Test scores	Formative: AP committee records indicate funds spent for AP training. Summative: The number of juniors and seniors taking AP courses is 85% or above; the number of sophomores is 60% or above; the number of students earning a 2, 3, 4, or 5 on an AP exam will increase to 95% or above; the number earning a 3, 4, 5 is 80% or above.
6	Schedule vertical team meetings to discuss plans for identifying and addressing difficult content areas.	2016-2017 school year	AP Committee	Grade Reports	Formative: Record of AP meetings and curricular documents indicate plans to address areas of concern. Summative: The percentage of students earning a 2, 3, 4, or 5 on an AP exam is 95% or above; the percentage earning a 3, 4, 5 is 80% or above.
7	Analyze previous Pre-AP and AP test questions to ensure alignment of curriculum and instruction in Pre-AP and AP courses.	2016-2017 school year	Pre-AP/AP Teachers	AP Questions Pre-AP Scope and Sequence Laying the Foundation	Formative: Establish a catalog of common terms for each discipline. Summative: The percentage of students earning a 2, 3, 4, or 5 on an AP exam is 95% or above; the percentage earning a 3, 4, 5 is 80% or above.

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8	Utilize AP Potential Report and the Gold PSAT workshop results to identify appropriate AP courses for 10th and 11th grade students. Students will use this information for 2016-2017 course selection.	2016-2017 school year	Counseling	Counselors; Dept. Chairs; AP Potential Report	Formative: Monitor AP and TAG AP course selection, retention, and enrollment during on-line registration. Summative: The number of juniors and seniors taking AP courses is 85% or above; the number of sophomores is 60% or above; the number of students earning a 2, 3, 4, or 5 on an AP exam will increase to 95% or above; the number earning a 3, 4, 5 is 80% or above.
9	Develop a common vocabulary in AP and Pre-AP courses for instructional and assessment purposes.	2016-2017 school year	Pre-AP/AP Teachers	AP Questions Pre-AP Scope and Sequence Laying the Foundation	Formative: Record of AP meetings and curricular documents indicate common terminology in Pre-AP and AP courses. Summative: The number of juniors and seniors taking AP courses is 85% or above; the number of sophomores is 60% or above; the number of students earning a 2, 3, 4, or 5 on an AP exam will increase to 95% or above; the number earning a 3, 4, 5 is 80% or above.
10	Provide on-campus AP testing to facilitate positive testing environment for students.	2016-2017 school year	Asst. Prin for Academic Affairs/ Assessment Coordinator	HPHS AP teachers; HPHS Maintenance Staff; AP funds	Formative: Review of AP exam scores indicate positive testing environment. Summative: The number of juniors and seniors taking AP courses is 85% or above; the number of sophomores is 60% or above; the number of students earning a 2, 3, 4, or 5 on an AP exam will increase to 95% or above; the number earning a 3, 4, 5 is 80% or above.
11	Continue to submit AP course syllabi to College Board audit board for course authorization; renew course authorizations.	2016-2017 school year	Asst. Prin for Academic Affairs/ Assessment Coordinator	HPHS AP Teachers; Administrators	Formative: AP course syllabi are submitted for authorization. Summative: All AP teachers receive authorization for their AP courses; those previously authorized are renewed for and 2015 - 2016.

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12	Provide positive testing environment for students using HPHS AP teachers and qualified substitutes as AP test proctors.	2016-2017 school year	Asst. Prin for Academic Affairs/ Assessment Coordinator	HPHS Teachers	Formative: Review of AP exam scores indicate positive testing environment. Summative: Students earning a score of percentage of students earning a 2, 3, 4, or 5 on an AP exam is 95% or above; the percentage earning a 3, 4, 5 is 80% or above.
13	Integrate technology into the preparation for AP exams.	2016-2017 school year	Pre-AP/AP Teachers	Promethean Boards, LCD Projectors	Formative: Curriculum writing will identify appropriate and beneficial uses of technology in lesson design. Summative: Review integration of technology into the preparation for AP exams in each subject.

College Readiness and Entrance Process

Objectives:

1.05 Provide all students and parents with information about college entrance requirements.

1.06 Provide all students and parents with information about obtaining financial assistance.

1.07 Monitor the five-year college completion rate.

No.	Activity	Timeline	Who's Responsible	Resources	Measure and Evaluation
1	Collaborate with college instructors and business entities to ensure curriculum that meets the needs of the student for the future.	2016-2017 school year	Teachers, curricular chairs, administrators	Local colleges, online and peer reviewed articles related to college transition	Formative: Establish plans that demonstrate partnerships with alumni associations. Summative: National Clearinghouse data and employer surveys indicate HPHS students are successful in college and career.
2	Host college professors to talk to students about what to expect and how to prepare for college.	2016-2017 school year	Teachers, administrators	College Professors	Formative: College professors share information on expectations and preparation for college with students. Summative: HPHS students know what to expect when attending college.

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3	Expand career selection and provide workshops to identify student areas of strength.	2016-2017 school year	Teachers, counselors, administration	Information from colleges	Formative: Students attend workshops on identifying areas of strength and career choices. Summative: Students have a better understanding of their strengths and career choices.
4	Use 21st century technologies in the classroom on a regular basis.	2016-2017 school year	Teachers, curricular chairs, administrators	Building CIT, teachers, PTA	Formative: Each classroom has appropriate technology. Summative: HPHS students will produce work that demonstrates mastery of the technology used in each course.
5	Provide information to students and parents on higher education admissions/requirements, scholarship opportunities and financial assistance.	2016-2017 school year	Counseling	Naviance Software, Sr.Guidance Day, Soph. seminars, Parent Nights, January College Kick-off, Sept. College Fair, Financial Aid Workshop	Formative: Students and parents are provided with information on college admissions and scholarship opportunities. Summative: The five-year college completion rate increases. Over 99% of our students attend a college or university.
6	Continue to host college representatives to discuss college admissions and scholarship activities.	2016-2017 school year	Counseling	College representatives, college brochures, Naviance Software	Formative: Students and parents are provided with information on college admissions and scholarship opportunities. Summative: The five-year college completion rate increases. Over 99% of our students attend a college or university.

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7	Provide more opportunities for real-life experiences, e.g. senior internship.	2016-2017 school year	Teachers counselors administration business partnerships	Counselors, Naviance, Business Partnerships	Formative: Students participate in long -term, real-life experiences. Summative: Survey students upon the completion of senior internship.
8	Assist students with scholarship applications- both national and local.	2016-2017 school year	Counseling	Naviance, Education Foundation	Formative: Students and parents are provided with information on college admissions and scholarship opportunities. Summative: All students who choose to pursue financial assistance for college will complete the necessary documentation.
9	Survey recent graduates to receive self-reports of college readiness - both academic and social.	2016-2017 school year	Counseling	Naviance, Survey Monkey	Formative: Counselors will develop a survey to assess college readiness as reported by recent graduates. Summative: The percentage of students who self report that they are college ready will increase.
10	Schedule sophomore and junior parent seminars to discuss course planning and college selection.	2016-2017 school year	Counseling	College entrance materials, Naviance, transcripts, APG, PSAT and Aspire	Formative: Counselors will schedule individual sophomore conferences and parent sessions. Summative: Sophomores and their parents receive information for planning junior year and beyond and obtaining financial assistance for college.

College Readiness Assessments Aspire / PSAT / ACT / SAT

Objectives:

1.08	Increase student composite scores on PSAT by 2%.
1.09	Increase/maintain student participation on the SAT and/or ACT to 90% of the graduating seniors.
1.10	Increase critical reading and math mean scores to 1250 or an equivalent norm-referenced score.
1.11	Increase and/or maintain the ACT mean score at 27 or above.

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No.	Activity	Timeline	Who's Responsible	Resources	Measure and Evaluation
1	Continue the use of Naviance in all grade levels.	2016-2017 school year	Counseling	Naviance	Formative: Counselors will demonstrate the use of Naviance. Summative: All students will use Naviance in making college selections and college entrance exam preparations.
2	Continue to offer PSAT preparation workshops during the summer and PSAT/ACT & SAT preparation workshops during the school year.	2016-2017 school year	Counseling; trained PSAT prep instructors	Test taking materials fee for prep books and instruction	Formative: Attendance sheets indicate student participation in workshops. Summative: SAT/ACT mean scores increase to 1250 or an equivalent norm-referenced score, and maintain and/or increase ACT mean score to 27 or above.
3	Beginning in 9th grade, inform parents and students through classroom guidance, parent meetings, email updates, and school website of the importance of taking the SAT and/or ACT before the senior year and the importance of understanding the college admission process.	2016-2017 school year	Counseling	College entrance materials; Naviance access through school website; sophomore seminars; College Kickoff; junior and senior guidance sessions	Formative: Counselors will provide information to all students related to the college admission process and college entrance exams. Summative: Number of 11th graders taking ACT/SAT increases to 90%. All students will have access to resources that will assist them with the college admissions process, including a timeline of key activities and exams.

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4	Provide students with a variety of training opportunities on PSAT/SAT test taking strategies.	2016-2017 school year	Trained PSAT Prep Instructors	PrepMe through Naviance; Practice test - collegeboard.com and act.org	Formative: Attendance records from training sessions and usage reports from PrepMe indicate increasing student attendance. Summative: SAT critical reading and math mean scores increase to 1250 or an equivalent norm-referenced score.
5	Provide sophomores and juniors with password access to ACT/SAT registration and practice tests.	Fall 2016	Counseling	Naviance Software	Formative: Juniors register for ACT/SAT and have opportunities to take practice tests. Summative: SAT verbal and math mean scores increase to 1250 or an equivalent norm-referenced score, and maintain and/or increase ACT mean score to 27 or above.
6	Develop plans for warm-up activities in sophomore and junior level classes to incorporate sample PSAT problems.	2016-2017 school year	Sophomore and Junior level teachers	PSAT material-\$350	Formative: Warm-up problems incorporating PSAT review are implemented. Summative: SAT scores verbal and math mean score increases in 2015 - 2016 to 1250 or an equivalent norm-referenced score.
7	Utilize individual PSAT/Aspire score reports with item analysis to inform sophomores and their parents of strategies for improving SAT/ACT scores.	2016-2017 school year	Asst. Prin for Academic Affairs/ Assessment Coordinator	HPHS English and Math teachers; College Board PSAT Interpretation Media; Aspire Reports	Formative: Teachers provide math and English lessons using PSAT score reports and test booklets. Summative: SAT critical reading and math mean scores increase to 1250 or an equivalent norm-referenced score, and maintain and/or increase ACT mean score to 27 or above.

STAAR: Math, Reading, Writing, Science, Social Studies

Objectives:

1.12 95% of all students and each student group will achieve at least 80% correct on each tested category.

1.13 95% of all students and each student group will achieve passing scores at the phase-in standard.

1.14 Increase the passing rate at the final standard from the previous year by 50% or up to 100%.

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1.15 Increase the Level III/Advanced Academic Performance for all students and each student group* from the previous year by 50% or up to 100%					
No.	Activity	Timeline	Who's Responsible	Resources	Measure and Evaluation
1	Work in grade level and vertical teams to align course curriculum and instruction with TEKS and EOC STAAR.	2016-2017 school year	Teachers	Curriculum documents; annual review	Formative: Alignment of TEKS and EOC/STAAR is tracked annually. Summative: Increase the passing rate at the final standard from the previous year by 50% or up to 100%. / Increase the level III/Advanced Academic Performance for all students and each student group* from the previous year by 10%.
2	Increase student and parent awareness of available review sessions for EOC STAAR and upcoming test dates through in-class announcements and letters and/or emails.	2016-2017 school year	Administration working over each content area, teachers, instructional specialists	Parent letters and/or emails	Formative: Tutorial attendance documented. Summative: 95% of all students and each student group* will achieve passing scores at the phase-in standard.
3	Implement intervention plans by department for at-risk students.	2016-2017 school year	Teachers, instructional specialists	Curriculum materials; content coordinator	Formative: Staff identify students who may be at risk of failing EOC/STAAR and plan needed test preparation and remediation. Summative: 95% of all students and each student group* will achieve passing scores at the phase-in standard.
4	Use AWARE, Edugence or DMAC to identify student strengths and weaknesses in EOC reporting categories.	2016-2017 school year	Dept. Chairs; Administration working over each content area	AWARE, Edugence, DMAC	Formative: Teachers receive training on Edugence. Summative: Students identified and given in class or out of class tutorials.

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5	Provide opportunities for reading, writing, and visual synthesis at each grade level throughout the curriculum.	2016-2017 school year	Teachers	Textbooks and supplemental materials	Formative: Opportunities provided for reading, writing, and visual synthesis. Summative: 95% of all students and each student group* will achieve passing scores at the phase-in standard.
6	Provide interventions for students who were at the unsatisfactory level on the previous year's EOC STAAR test.	2016-2017 school year	Administration working over each content area; Teachers	STAAR EOC scores; Item Analysis; AWARE; Edugence	Formative: Individual Intervention plans are designed and implemented for students who were at the unsatisfactory level. Periodic classroom assessments monitor student progress. Summative: 95% of all students and each student group* will achieve passing scores at the phase-in standard.
7	Guide teachers to develop and implement differentiated lessons for instruction of all students and each special group.	2016-2017 school year	Dept. Chairs; Administration	Teacher-Designed Lessons	Formative: Differentiated instructional lessons are developed and implemented. Summative: 95% of all students and each student group* will achieve at least 80% correct on each tested category.
8	Conduct TEKS Checks as periodic measures of students' skills.	2016-2017 school year	Teachers	EOC/STAAR Benchmark question banks and released exams	Formative: TEKS Check data are used to determine students needs. Summative: 95% of all students and each student group* will achieve at least 80% correct on each tested category.

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9	Utilize a test bank of EOC/STAAR questions and question stems.	2016-2017 school year	Department chair will provide resources to all teachers	Test bank questions; TEA resources, AWARE	Formative: Teachers will incorporate resources into lesson design and review with students prior to the EOC exam. Summative: Increase the passing rate at the final standard from the previous year by 50% or up to 100%
10	Incorporate standardized test (EOC/STAAR) practice problems and sample items into class activities and assessments.	2016-2017 school year	Freshman, Sophomore, and Junior level teachers	EOC STAAR course standards, EOC released exams, and TEA Resources	Formative: Classroom observation indicate incorporation of practice problem in all math classes. Summative: 95% of all students and each student group* will achieve at least 80% correct on each tested category.

English as a Second Language (ESL)

Objectives:

1.16 Each ESL student will increase by one or more levels on an oral language proficiency test with the exception of students who previously received advanced high.

1.17 All students measured by TELPAS will increase by one or more levels (Beginner, Intermediate, Advanced, Advanced High) with the exception of students who previously received advanced high.

No.	Activity	Timeline	Who's Responsible	Resources	Measure and Evaluation
1	Provide research-based instruction and/or support to ensure student understanding of vocabulary and participation in classroom discussion and learning.	2016-2017 school year	Administration working over each content area, department chairs, and teachers	Curriculum materials, ELL materials, Professional Development, and feedback from classroom observations	Formative: Collaborative discussions between teachers ensure student understanding of vocabulary and classroom discussions. Summative: Each ELL student will increase by one or more levels on an oral language proficiency test with the exception of students who previously scored advanced high. All students measured by TELPAS will increase by one or more levels with the exception of students who previously received advanced high.

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2	Provide differentiated instruction of appropriate TEKS/standards in all classes.	2016-2017 school year	Teachers	Curriculum materials	Formative: LPAC committee meets annually to monitor progress and determines if students will take appropriate assessments based on RPTE scores and/or individual readiness. Summative: Each ELL student will increase by one or more levels on an oral language proficiency test with the exception of students who previously scored advanced high. All students measured by TELPAS will increase by one or more levels with the exception of students who previously received advanced high.
3	Provide training to HPHS teachers in appropriate ELL strategies	2016-2017 school year	ELL Teacher, Administration, Teachers	ELL materials, Professional Development, and Professional Learning Communities	Formative: Teachers sign documentation that they attended meeting. Summative: Teachers have evidence of providing appropriate instruction for ELL students.

Gifted and Talented (TAG)

Objectives:

1.18 98% of TAG identified students will achieve Advanced Academic Achievement rating on the STAAR EOC test in each tested subject.

1.19 100% of the regular education teachers will complete the Renzulli Teacher Survey.

1.2 HPHS will participate in a formal evaluation of the TAG programs during each school year to show 95% satisfaction with the TAG programs based on surveys of TAG parents, students, and teachers.

No.	Activity	Timeline	Who's Responsible	Resources	Measure and Evaluation
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1	Notify students through a flyer and letter from the District TAG Coordinator, the Academic Planning Guide, e-mails, district and campus websites, and announcements of the opportunity to test for TAG.	2016-2017 school year	GT Director, Administration	Gifted specialists	Formative: E-mail blast and referral packets available in Gifted Specialist's and Counseling offices. Summative: Students complete the desired TAG testing.
2	Provide training in the nature and needs of gifted for all teachers, counselors, and administrators; monitor the six-hour update for TAG teachers, administrators, and counselors.	2016-2017 school year	GT Director	Gifted Budget, PC TAG gift money, SMU Gifted Students Institute	Formative: Training schedule, sign in sheets show teacher attendance. Summative: End of year transcripts from professional development records, TAG database indicate all teachers, counselors, and administrators received nature and needs training and required six-hour update.
3	Monitor the number of teachers applying for and receiving certification in G/T.	2016-2017 school year	GT Director and principals	Staff development registration system, Personnel Records.	Formative: Training schedule, GT spreadsheet of hours show teacher attendance. Summative: Personnel records document 100% TAG teachers certified.

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4	Develop instructional strategies to support TAG students in all core areas.	2016-2017 school year	Core Department Chairs, District TAG Coordinator	Curriculum guides and lesson plans	Formative: Department time is used to formulate TAG strategies. Summative: TAG students are supported in the core areas.
5	Provide training in completion of the Renzulli forms for all teachers.	2016-2017 school year	G/T Campus Coordinator, Campus Administration	Renzulli documents	Formative: Attendance roster indicates attendance at Renzulli training. Summative: Renzulli documents are correctly completed as a part of TAG identification process.
6	Students will complete the survey designed by the G/T Coordinator.	Spring 2017	All teachers and administrators; G/T Coordinator; students	Survey; G/T Coordinator	Formative: Surveys are distributed to all stakeholders. Summative: Spreadsheet of all responses serves as a part of the annual evaluation of the TAG program.
7	Develop a campus timeline for the TAG identification process and post frequently asked questions.	Spring 2017	TAG Coordinator	Campus website	Formative: Website provides posted timeline and frequently asked questions. Summative: Parents, teachers, and students are provided with information related to the identification process.

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8	Provide on-campus TAG testing for students new to district.	Fall2016	TAG Coordinator, Assistant Principal for Assessment	Campus website	Formative: New students apply for TAG testing Summative: Students who qualify for TAG are admitted to TAG classes in August.
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Special Education (SPED) Sub Population Scores

- Objectives:**
- 1.21 The SPED Group assessments results will have "Met Standard" within 20% of the "All Students Met Standard."**
 - 1.22 The SPED Group will increase the passing rate in each subject area as compared to the results from the previous year.**
 - 1.23 100% of students receiving Special Education Services will have transition planning.**
 - 1.24 Attendance on EOC assessment days, including December, March, April, and July will improve.**

No.	Activity	Timeline	Who's Responsible	Resources	Measure and Evaluation
1	Continue to provide support for students in special education through in-class support approach.	2016-2017 school year	Teachers	IEP Special Ed records	Formative: In-class support classes are scheduled each semester to help students in special education pass the EOC/STAAR tests. Clarify role of in-class support teacher. Summative: Students in special education experience at least one year's growth and successfully master EOC/STAAR objectives.
2	Monitor student progress using TEKS checks, benchmark tests, grades.	2016-2017 school year	Teachers	Skyward	Formative: Intervention team monitors student progress. Summative: Students in special education experience at least one year's growth and successfully master EOC/STAAR objectives.

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3	Communicate to students and parents the importance of good attendance on testing days.	2016-2017 school year	Teachers	Letters to parents	Formative:Regular communication occurs between school and students about testing dates ensuring students are present for testing. Summative: Students in special education experience at least one year's growth and successfully master EOC/STAAR objectives.
4	Use multiple means of communication to make sure students attend summer retesting.	2016-2017 school year	Administrators Counselors	Letters to parents, eBlasts, emails, personal conferences	Formative:Regular communication occurs between school and students about testing dates ensuring students are present for testing. Summative: Students and parents receive information on the importance of attending summer retesting.
5	Accommodations and modifications are aligned with college and career readiness.	2016-2017 school year	Monitoring Teachers	Special Ed records	Formative: Student meetings to review accommodations and modifications are held. Summative: Research indicates that accommodations and modifications are aligned with college and career readiness.
6	Meet with students to go over test results to determine if retesting is required.	2016-2017 school year	Monitoring Teachers	EOC score reports	Formative:Regular communication occurs between school and students about testing and testing dates. Summative: Students in special education experience at least one year's growth and successfully master EOC/STAAR objectives.

Goal 2: Promote the HPHS Learner to be a Critical, Innovative Thinker

Objectives:

All Teachers

2.01	Provide opportunities for students to choose and develop research projects and work collaboratively with teachers to devise evaluation measures such as rubrics measured by artifacts in student digital portfolios and student and faculty surveys.
2.02	Foster intellectual curiosity in students by using authentic real life situations, problem based learning, and investigations which require questioning and critical thinking to create a solution as measured by artifacts in student digital portfolios and projects.

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2.03	Provide learning experiences requiring students to self-evaluate, revise, and meet given criteria for assignments.				
2.04	Design opportunities for students to lead critical thinking strategies that involve complex questioning and evaluation of content.				
2.05	Provide opportunities for students to demonstrate mastery of content at all levels of thinking.				
2.06	Allow students the opportunity to address multi-dimensional problems within our school community and a forum for presenting solutions.				
2.07	Promote creative thinking and engagement through the arts.				
2.08	Design classroom experiences that utilize the latest technology to facilitate student mastery.				
2.09	Incorporate a variety of strategies to increase student engagement in the classroom to foster differentiated instruction.				
No.	Activity	Timeline	Who's Responsible	Resources	Measure and Evaluation
1	Participate in cross-curricular projects and activities, both across content areas, as well as vertically across grade levels.	2016-2017 school year	Teachers	Global Connections Liaison, Teachers, curricular guides, internet	Formative: Lessons span multiple subject areas and provide time for curricular planning. Summative: HPHS students interpret and respond to global issues using a multi-disciplinary approach using multiple levels of critical thinking.
2	Incorporate Writing Across the Curriculum opportunities.	2016-2017 school year	Teachers, curricular chairs, administrators	Subject-specific texts, documents, articles, & rubrics	Formative: Use notetaking, preview/review, summary, etc. Summative: Incorporate written responses on assessments and projects.
3	Participate in role-playing activities, such as Mock Trial and Mock UN.	2016-2017 school year	Teachers, curricular chairs, administrators, librarians	Teachers, theatre coordinator, internet research, community partners	Formative: Lessons involve students assuming personas of diverse individuals. Summative: Students demonstrate knowledge and skills necessary to meaningfully participate in a global society.

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4	Participate in authentic research of real world issues.	2016-2017 school year	Teachers, chairs, administrators	Internet research, hands-on activities	Formative: Student participate in authentic research process. Summative: Students have knowledge and skills to understand application in a global society.
5	Emphasize real-world problems in lesson design and assessment.	2016-2017 school year	Teachers, curricular chairs, administrators	Curriculum guides, internet and research articles	Formative: Lessons incorporate problem -based learning and assessment. Summative: Students have knowledge and skills to understand application in a real-world setting.
6	Provide opportunities for personal reflection and evaluation of student work.	2016-2017 school year	Teachers	Tutorials, peer review, ratiocination, rubrics, surveys	Formative: Student participate in individual conferences. Summative: Student improvement in final products is tracked.
7	Offer professional development for staff in an effort to promote positive classroom environments for risk-taking.	2016-2017 school year	Student Council, CSC, Administrators, Business and university partners	Region X, Tag specialist, teachers, 21st Century Fluency Project, Writing Across the Curriculum, Harvard GSE Institute	Formative: Staff will receive training on creating a supportive environment for risk-taking and critical thinkings. Summative: HPHS students will become self-advocates and innovative thinkers.

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8	Design activities that promote creativity in the classroom.	2016-2017 school year	Teachers, curricular chairs, TAG, cross-curricular connections	Curriculum guides, TAG strategies	Formative: Environment provides opportunities for creative thinking. Summative: Students are critical and innovative thinkers.
9	Create assignments that reinforce higher order thinking skills.	2016-2017 school year	Teachers, curricular chairs	Curriculum guides	Formative: Lessons incorporate standards of higher order thinking skills Summative: Students are critical and innovative thinkers.
10	Allow students to participate in committees that address real-world problems.	2016-2017 school year	Student Council, CSC, Administrators, Business and university partners	Existing organizations and committees	Formative: Environment provides opportunities for working with real-world problems. Summative: Students are critical and innovative thinkers.
11	Design open-ended activities that require creativity that promote content mastery.	2016-2017 school year	Teachers, curricular chairs	Curriculum guides, internet and research articles	Formative: Lessons promote creative thought and higher order thinking skills. Summative: Students show mastery of understanding and application of knowledge.
12	Develop and utilize formative assessments in all subjects.	2016-2017 school year	Teachers, curricular chairs	Current research on formative assessment; teacher products	Formative: Formative assessments are used to inform and guide the instruction. Summative: Students show mastery of understanding and application of knowledge.

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13	Utilize webcam, when appropriate, in lesson designs.	2016-2017 school year	Teachers, curricular chairs	Technology specialists	Formative: Lessons utilize technology to facilitate student mastery. Summative: Students show mastery of understanding and application of knowledge.
14	Increase displays of student work.	2016-2017 school year	Research & Design Com., Teachers	Student work	Formative: Areas to display student work are created throughout the building and online. Summative: Students have more opportunities for displaying their work.
15	Increase information literacy instruction within core classes.	2016-2017 school year	Librarians	Library Databases	Formative: Students receive instruction and time to practice searching and using information. Summative: Instruction in information literacy instruction within core classes increases.
16	Support student leadership within student clubs and organizations.	2016-2017 school year	Teachers, Club Sponsors and Leaders, Administration	Club guidelines, constitutions, and activities	Formative: Student clubs and organizations promote student leadership. Summative: Students have opportunities within the various school committees and events to serve in leadership capacities.
17	Increase student involvement in the Senior Internship Program.	2016-2017 school year	Senior Internship Teachers and Counselors	Academic Planning Guide, Junior Conferences	Formative: Students gather information about Senior Internship from APG, conferences, and peers. Summative: Enrollment in Senior Internship Program increases.
18	Develop the Senior Capstone pilot.	2016-2017 school year	Administration, Global Liaison	College Board, Schools with Similar Programs	Formative: Research on Senior Capstone pilot is completed. Summative: Senior Capstone pilot is designed to meet the needs of HPHS.
19	Prioritize gifting to emphasize effective use of technology in instruction.	2016-2017 school year	Administration, Campus Instructional Technology Specialist, Dept. Chairs	Internet research, teacher and student surveys	Formative: Instructional technology needs are assessed. Summative: PTA gifting is prioritized to meet instructional technology needs.

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20	Conduct regular student surveys for real-time assessment of activities.	2016-2017 school year	Teachers, Campus Instructional Technology Specialist	Surveys	Formative: Surveys developed to assess classroom activities in real-time. Summative: Surveys are used to improve classroom instruction.
21	Provide opportunities for teachers to shadow a student for the entire day.	2016-2017 school year	Teachers, Administration	Student schedules	Formative: Teachers shadow students for the entire day. Summative: Instruction is positively impacted by teachers shadowing students.

Goal 3: Promote the HPHS Learner to be an Effective Communicator and Collaborator

Objectives:

3.01 Provide students with multiple opportunities to practice the skills of effective communication and collaboration, both written and verbal

3.02 Provide the learners with the skills to actively listen, to accept constructive criticism and feedback, and to respect the opinions and

3.03 Promote student products that reflect their growth in developing communication and collaboration skills.

3.04 Design learning experiences that ask students to work effectively within diverse teams, both as a contributor and as a leader to accomplish a common goal.

No.	Activity	Timeline	Who's Responsible	Resources	Measure and Evaluation
1	Continue to promote student ethics and leadership course.	2016-2017 school year	Teachers	Instructional resources, internet	Formative: Lessons promote creative thought and higher order thinking skills. Summative: Course enrollment increases, and students show mastery of understanding and application of knowledge.
2	Regularly conduct writers' conferences in English and in other subjects that employ student writing assignments.	2016-2017 school year	Teachers	Tutorials, peer review, ratiocination, rubrics, surveys	Formative: Student participate in individual conferences. Summative: Student improvement in final products is tracked.

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3	Develop a central collection of all student journalism work.	2016-2017 school year	Teachers	Student work	Formative: A method for collecting student work is developed. Summative: Student journalism work is collected centrally, such as in an electronic portfolio.
4	Develop a student collection of video tutorials.	2016-2017 school year	Teachers, Library Media Specialists, Students	Video tutorials	Formative: Students and teachers develop video tutorials. Summative: Video tutorials are collected for student use.
5	Emphasize collaborative work on student projects.	2016-2017 school year	Teachers	Curriculum guides, internet and research articles	Formative: Build a rubric that measures group collaboration. Summative: Student projects promote creative thought and collaboration.
6	Offer student clubs representing diverse points of view.	2016-2017 school year	Teachers, Club Sponsors and Leaders, Administration	Club guidelines, constitutions, and activities	Formative: Student clubs and organizations promote student leadership. Summative: Students have opportunities to select from clubs that represent diverse points of view.
7	Follow the documented review process for supplemental reading materials.	2016-2017 school year	Teachers, administration, curricular coordinators	Selection Process Materials, Reading Selections, Committee Participants	Formative: List of proposed supplemental reading selections is presented and reviewed. Summative: Reading selections are approved for classroom use.

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8	Host a joint faculty and student day of service.	Spring 2017	Faculty, Student Council, CSC, Research & Design Committee	List of agencies needing volunteers	Formative: List of agencies needing volunteers is formulative. Summative: Students and faculty participate in a day of service.
9	Provide a safe learning environment where students can express ideas openly.	2015-2016 school year	Teachers, curricular chairs, counselors, administrators	Information on self-esteem from counselors, professional development sessions	Formative: Student surveys measure learning environment. Summative: HPHS students welcome and promote the ideas and criticisms of their peers.
10	Provide opportunities for peer review of classroom assignments.	2016-2017 school year	Teachers, curricular chairs	Teachers, HPHS Writing Guide, Lesson Plans	Formative: Lessons provide opportunities for peer review and feedback. Summative: HPHS students are confident in their abilities to communicate and collaborate with others.
11	Provide models of good communication skills.	2016-2017 school year	All Faculty and Staff	Counselors Staff Development	Formative: Provide the opportunity to problem solve in creative ways. Summative: HPHS students are confident in their abilities to problem solve and resolve conflict.
12	Provide every student with the opportunity to be involved with curricular and extra-curricular groups.	2016-2017 school year	Teachers, curricular chairs, group sponsors, administrators, student leaders	Student Council, group sponsors, website	Formative: School events promote opportunities for involvement. Summative: HPHS students are successful communicators and collaborators.

Goal 4: Promote the HPHS Learner to be Motivated, Confident and Resilient

Objectives:

Attendance Rate

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4.01	Increase student attendance rate to 98% or above for all students and each student group.*				
Drop Out/Completion Rate 9 - 12					
4.02	Maintain a dropout rate at 0% for all students and each student group.*				
4.03	Maintain a completion rate at 100% for all students and each student group.*				
Learning Environment					
4.04	Provide an environment for student learning that fosters motivation, confidence and resilience through self-reflection and risk-taking.				
4.05	Implement effective educational support systems for violence prevention, crisis intervention, resiliency, conflict resolution, suicide				
4.06	Increase awareness of sexual abuse, harassment, bullying, and other maltreatment of children.				
4.07	Create strategies to promote ethical decision-making.				
4.08	Teach students to utilize Skyward, Naviance, Google, and Moodle to manage self-learning, resources, and time.				
4.09	Offer non-academic activities that help create a balance of physical, mental and emotional health.				
4.1	Plan and develop a learning environment that encourages the use of technology.				
4.11	Increase 9th grade passing rate in all courses by 10%.				
No.	Activity	Timeline	Who's Responsible	Resources	Measure and Evaluation
1	Generate attendance reports each week to monitor campus attendance.	2016-2017 school year	Assistant Principals	Assistant Principals	Formative: Attendance reports, parent server, conference records, phone logs are checked weekly to improve attendance. Summative: The attendance rate is 98% or above.
2	Provide communication to parents regarding attendance laws and possible loss of course credit.	2016-2017 school year	Assistant Principals	Skyward Reports	Formative: Attendance reports, parent server, conference records, phone logs are checked weekly to improve attendance. Summative: The attendance rate is 98% or above.
3	Conduct attendance conferences for students who have reached the limit of allowable absences.	2016-2017 school year	Assistant Principals	Skyward Reports	Formative: Records of attendance conferences are kept throughout the year. Summative: The attendance rate is 98% or above.

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4	Contact parents of students who are repeatedly absent using e-mails and personal calls.	2016-2017 school year	Assistant Principals	Skyward Reports	Formative: Attendance reports, parent server, conference records, phone logs are checked weekly to improve attendance. Summative: The attendance rate is 98% or above.
5	Provide parents with current information on absences and tardies in each class through Skyward's Parent and Student Portals.	2016-2017 school year	Assistant Principals	Skyward Parent Access	Formative: Records of attendance and tardies are available to parents and students. Summative: The attendance rate is 98% or above.
6	Provide seniors the opportunity to earn final exam exemptions for good attendance records.	2016-2017 school year	Assistant Principals	Skyward Reports	Formative: Records of attendance and tardies are kept throughout the year. Summative: The attendance rate is 98% or above; seniors earn final exam exemptions.
7	Provide opportunities, such as Saturday School, for students who are habitually absent to make up the time.	2016-2017 school year	Assistant Principals	Skyward Reports	Formative: Records of attendance and tardies are kept throughout the year. Summative: The attendance rate is 98% or above; seniors earn final exam exemptions.
8	Send a letter/e-mail home at the third, sixth, and ninth absences in a class and the third unexcused tardy.	2016-2017 school year	Assistant Principals	Skyward Reports	Formative: Records of attendance and tardies are kept throughout the year . Summative: The attendance rate is 98% or above.

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9	Provide opportunities for staff to review attendance policies, procedures, and consequences.	Fall 2016	Assistant Principals, SRO officer	Kiltie, Teacher Handbook, Texas Education Code	Formative: Well-informed and consistent enforcement of attendance. Summative: The attendance rate is 98% or above.
10	Enforce compulsory attendance laws using parent and student conferencing, documentation of absences, citations, and truancy court.	2016-2017 school year	Assistant Principals, SRO officer	Attendance reports and letters	Formative: Enforcement of compulsory attendance laws with students who are chronic absentees. Summative: The attendance rate is 98% or above.
11	Use Odysseyware to help at-risk students complete courses required for graduation.	Spring 2017	Counselors Administrators	Computer Software Failure Reports Graduation Plans	Formative: Students in danger of not graduating complete required courses. Summative: 100% completion rate is achieved.
12	Train all athletic coaches and administrators in conflict resolution.	2016-2017 school year	Athletic Directors	SMU Faculty	Formative: Athletic coaches receive training in conflict resolution and mediation. Summative: Discipline referral records decrease by 10%.
13	Utilize peer coaches to provide feedback and reflection with student/teacher interactions.	2016-2017 school year	Teachers Administrators	Classroom observations and Discipline Report	Formative: Classroom observations will indicate an improvement in teacher-student rapport. Summative: Discipline referrals decrease by 10%.

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14	Review and update Crisis Plan prior to the beginning of school and continue to follow the plan throughout the year.	2016-2017 school year	Crisis Committee	Master Schedule Class Rolls Building map	Formative: Crisis Management revision complete before school begins. Summative: One hundred percent of the staff understand and follow the Crisis Management Plan, including a phone tree, monthly fire drills, and notification by e-mail and emergency procedures.
15	Conduct guidance sessions and presentations on avoiding dating violence.	2016-2017 school year	Personal Counselor	Community contact; Curriculum and Instruction funds	Formative: Attendance rosters from dating violence sessions. Summative: Sessions on prevention of dating violence are conducted.
16	Continue to use Teen Screen student survey to identify at-risk students and social norming.	Fall 2016	Personal Counselor	Student survey	Formative: Survey is administered to students. Summative: Support is provided for at-risk students.
17	Continue to provide group sessions on grief management, eating disorders, stress management.	2016-2017 school year	Personal Counselor	Guidance materials	Formative: Group sessions are formed to help students. Summative: Students receive support through group sessions on various topics.
18	Provide student assemblies and information on making wise decisions, abstinence, drug and alcohol awareness.	2016-2017 school year	Counseling	CARE, community contacts, curriculum and instruction funds; social norming	Formative: Assemblies and informational sessions on decision-making, abstinence, and drug and alcohol awareness are scheduled. Summative: The campus is a safe, healthy environment for learning.

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19	Require annual updates to staff in preventing sexual harassment and abuse.	Fall 2016	Assistant Principals	Region X online courses	Formative: All staff completes the training. Summative: HPHS is a safe, healthy environment for learning.
20	Continue to utilize the skills and expertise of a School Resource Officer.	2016-2017 school year	District Administration	District Resources	Formative: School Resource Officer is on duty on the campus. Summative: The campus is a safe, healthy environment for learning.
21	Continue the work of the Freshman Transition Committee	2016-2017 school year	Transition Leaders	Skyward Reports	Formative: Skyward reports are generated to determine areas to address as students move from 8th grade to 9th. Summative: Freshman Transition Committee designs, implements, and assesses the effectiveness of activities to make the move from 8th grade to 9th grade much smoother for students, parents, and teachers.
22	Continue to require 50 hours of community service for graduation.	2016-2017 school year	Administration Counseling Community Service Sponsor	Community service opportunities; record of service hours	Formative: Record of completion of community service hours. Summative: All students earn a minimum of 50 hours of community service.
23	Create student lessons and activities on the appropriate use of social media.	Fall 2016	Administration Counseling	Guest speaker	Formative: All grade levels participate in lessons and activities on appropriate use of social media. Summative: Students are aware of the potential dangers related to social media.

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24	Promote an environment of caring and compassion among high school students through charity work, benefits, peer tutoring, social media, etc.	2016-2017 school year	Administration Counseling	Opportunities for charity work, benefits, service to others	Formative: Students and faculty participate in charity work, benefits, service to others. Summative: The number of students and faculty participating in charity events and community service projects increases.
25	Incorporate within the social studies curriculum the teaching of specific democratic values to develop a future, involved citizenry.	2016-2017 school year	Social Studies Teachers	Resources on democratic ideals and values	Formative: Social studies curriculum includes the teaching of specific democratic values. Summative: The students understand, uphold, and participate in the democratic process.
26	Utilize Moodle, Google, and Skyward as ways of accessing notes, resources, providing instruction, calendar, assessments.	2016-2017 school year	Teachers; technology specialist	Moodle, Skyward	Formative: Students will use Moodle, Google, and Skyward to manage self-learning, resources, and time. Summative: HPHS students access instructional materials and receive instruction and feedback during the learning process.
27	Offer tutorials and conference times to students for seeking help with classes, personal reflection and evaluation of progress.	2016-2017 school year	Teachers	Teachers' schedule	Formative: Students attend tutorials and conference time sessions for self-advocacy and reflection. Summative: HPHS students are motivated, confident and resilient.

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28	Publish on HPHS website various non-academic opportunities to help students balance physical, mental, and emotional health, such as club, school, and community events.	2016-2017 school year	Counseling Office, Student Council, Club Sponsors	HPHS website	Formative: Students will use HPHS website to access activities for maintaining physical, mental, and emotional health. Summative: Number of students accessing activities that promote good health increases.
29	Offer professional development for staff on promoting a positive classroom environment for risk-taking.	2016-2017 school year	Teachers, Administration	Region X, TAG specialist, Teachers, Yong Zhao, Harvard GSE Institute	Formative: Staff will receive training on creating a supportive environment for risk-taking. Summative: Classroom evaluations indicate a positive environment for learning and risk-taking..
30	Organize and implement a Bring Your Own Device (BYOD) Initiative.	2016-2017 school year	Administration; BYOD Committee	District survey, data from other schools that have this program	Formative: Gather data from district surveys and from other schools with similar programs that informs the decision-making concerning the BYOD Initiative. Summative: A Bring Your Own Device Initiative is successfully implemented.

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Goals and Objectives with Action Plans
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31	Develop and publicize a policy in each department for summative assessment re-takes and encourage students to initiate the re-take procedure and become self-advocates.	2016-2017 school year	Teachers	Kiltie, Department webpages	Formative: Policies for re - takes are developed and publicized. Summative: HPHS students are motivated, confident.
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Goal 5: Promote the HPHS Learner to be a Responsible Person and Engaged Citizen

Objectives:

5.01 Meet or exceed community service requirements for graduation.

5.02 Support students in making ethical decisions and choices while demonstrating honesty and integrity.

5.03 Increase student awareness of civic responsibilities, democratic ideals, and democratic processes.

No.	Activity	Timeline	Who's Responsible	Resources	Measure and Evaluation
1	Encourage students to vote in student elections and/or run for offices.	2016-2017 school year	Teachers, Student organizations, sponsors	Assemblies	Formative: Student elections are held. Summative: Students participate in the democratic process.
2	Encourage students to participate in a variety of community service opportunities both on and off campus.	2016-2017 school year	Teachers, Student organizations, sponsors	CSC website	Formative: CSC offers numerous opportunities for community service. Summative: Students average eight hours of community service per semester.

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3	Participate in role-playing, such as Mock Trial.	2016-2017 school year	Teachers, curricular chairs, administrators of district	Business Law teacher, internet research	Formative: Lessons involve students assuming personas of diverse individuals. Summative: Student awareness of civic responsibilities increases.
4	Participate in the new Freshman Initiative Curriculum which encourages integrity and ethical academic standards.	2016-2017 school year	Freshman teachers and students	On-line curriculum and information	Formative: Lessons within the cor curriculum emphasize the use of proper research, avoidance of plagiarism and cheating. Summative: Students use guidelines to make ethical academic decisions.
5	Provide pull-out sessions to groups of students during test days concerning the law and legal responsibilities.	2016-2017 school year	Teachers, students, SRO, Head of Security	Current laws, police information	Formative: Students are guided in making appropriate choices regarding the law and civic responsibility. Summative: Students are aware of ethical decision making and civic responsibility.
6	Encourage participation by a majority of the students in student-led clubs and organizations.	2016-2017 school year	Club and organizations & sponsors	Club guidelines, constitutions, and activities	Formative: Students are provided with numerous opportunities for participation in groups based on democratic principles. Summative: Students increase awareness of organizing and democratic process by their participation.
7	Register high school seniors to vote and encourage civics participation.	2016-2017 school year	Government classes	Voter registration materials	Formative: Students informed of civic responsibility. Summative: Students are registered to vote and encouraged to participate.

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8	Continue a Department of Student Integrity and Compliance that interacts with the community and the students.	2016-2017 school year	Director of the Department of Integrity and Compliance	Department and community resources	Formative: The Department of Integrity and Compliance provides numerous times throughout the year to bring up important topics with both students and parents. Summative: Combined efforts of students and community provide forums for discussion and encouragement of working together to solve issues.
9	Teach civic responsibilities, democratic ideals, and democratic processes.	2016-2017 school year	Teachers, especially government teachers	Curriculum and textbooks, including online textbooks	Formative: Lessons involve civic responsibilities, democratic ideals and democratic processes. Summative: Students increase awareness of civic responsibilities and democratic ideals and are better equipped to take part in democratic processes.
10	Continue promotion of student ambassadors.	2016-2017 school year	Counselors Administrators	Student orientation	Formative: Keep record of frequency of involvement of student ambassadors. Summative: Student ambassadors participate and demonstrate their knowledge of HP.
11	Embrace programs that promote healthy lifestyle choices.	2016-2017 school year	Class officers, Student Council, Director of Student Integrity and Compliance	Promotional material and news media	Formative: Structure a balanced awareness of healthy lifestyle choices. Survey students to measure healthy lifestyle choices. Summative: Students encourage healthy lifestyle choices.
12	Follow the school Code of Conduct at school events such as athletic events and dances.	2016-2017 school year	Teachers, administrators	KILTIE, assemblies	Formative: Students are informed of Student Code of Conduct Summative: Students ethically participate in school activities abiding by the Code of Conduct.

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Goal 6: Promote the HPHS Learner to be a Globally Competent Person

Objectives:

Languages Other Than English

6.01 Increase enrollment by 10% in 3rd year and beyond language courses.

6.02 Increase participation and improve scores on AP language exams.

All Teachers

6.03 Increase global partnerships with other schools, organizations and experts.

6.04 Increase teacher participation in professional learning communities for global integration.

6.05 Provide content-rich foundational curriculum with global implications.

6.06 Provide students with the skills to effectively communicate in at least one language other than English.

6.07 Establish opportunities for students to interpret and respond to global issues using an interdisciplinary approach.

6.08 Increase professional development opportunities designed to promote global competencies and communication through technology.

6.09 Provide students with an enriched technology curriculum which includes the skills needed to sustain a competitive edge in the marketplace.

No.	Activity	Timeline	Who's Responsible	Resources	Measure and Evaluation
1	Educate students enrolled in year 1 and 2 of a language about the importance of becoming fluent in a second language other than English.	2016-2017 school year	Teachers and Counselors	Current business reports	Formative: Classroom discussion and guidance sessions discussion fluency in a second language Summative: Enrollment in 3rd year and beyond language courses increases by 10%.
2	Participate in staff development for AP language courses.	2016-2017 school year	Teachers and Counselors	AP Institutes	Formative: Teachers attend AP language institutes. Summative: Enrollment in 3rd year and beyond language courses increases by 10%.
3	Recruit students for advanced level language courses.	2016-2017 school year	Teachers and Counselors	Teacher comments, APG	Formative: Teachers speak to 2nd year classes. Summative: Enrollment in 3rd year and beyond language courses increases by 10%.

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4	Create partnerships with schools/classes with native language speakers.	2016-2017 school year	Teachers and Global Connections Liaison	Internet	Formative: Students share discussions, projects with other schools. Summative: Increase in global partnerships with other schools, organizations, and experts..
5	Provide opportunities to increase teacher participation in professional learning communities for global integration.	2016-2017 school year	Teachers and Global Connections Liaison	Global resources	Formative: Teachers participate in PLC activities focused on global integration. Summative: Increase in teacher participation in professional learning communities for global integration.
6	Promote cross-curricular discussions and ideas.	2016-2017 school year	Teachers and Global Connections Liaison	Teacher lesson plans	Formative: Teachers share what they are doing in their LOTE classes. Summative: Increase in teacher participation in professional development opportunities designed to promote global competencies.
7	Participate in authentic exchanges with the global community through video conferencing and/or e-mail exchange.	2016-2017 school year	Teachers and Global Connections Liaison and Counselors	Global resources, internet	Formative: Teachers and counselors communicate to students opportunities to study abroad. Summative: Increase in student study abroad programs.
8	Use target languages to present relevant and current issues learned in other courses.	2016-2017 school year	Teachers	Global resources, internet	Formative: Students gather information on current global issues. Summative: Students use target languages to present research on current issues.
9	Encourage students to practice "perspective thinking."	2016-2017 school year	Teachers	Global resources	Formative: Students participate in studying issues from multiple perspectives/sources. Summative: Students acquire perspective thinking skills.

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10	Explore new course offerings related to the language development and culture.	2016-2017 school year	Teacher, counselors, administrators	TEA	Formative: Students will survey student interest in developing new language courses. Summative: Teachers explore new language and culture course offerings.
11	Develop relevant humanities course to promote global learning.	2016-2017 school year	Teachers, counselors, and administrators	Curriculum documents, texts, ancillary materials	Formative: Provide information in APG, in student conferences, and in parent meetings about humanities course. Summative: Humanities course is developed, promoted, and chosen by students.
12	Collect enrollment data for the last five years to determine a realistic goal.	2016-2017 school year	Teachers and administrators	Registrar	Formative: Teachers will analyze enrollment data for the last 5 years. Summative: Goal determined for 2016 - 2017 based on gathered data.

Highland Park High School
2016-2017 Goal Setting Based on STAAR/EOC Data

GROUP	Algebra 1					English 1					English 2					Biology					US History					
	Goals	Actual	Goals	Actual	Goals	Goals	Actual	Goals	Actual	Goals	Goals	Actual	Goals	Actual	Goals	Goals	Actual	Goals	Actual	Goals	Goals	Actual	Goals	Actual	Goals	
	14-15	14-15	15-16	15-16	16-17	14-15	14-15	15-16	15-16	16-17	14-15	14-15	15-16	15-16	16-17	14-15	14-15	15-16	15-16	16-17	14-15	14-15	15-16	15-16	16-17	
All Students																										
Level II	100%	99%	100%	97%	100%	100%	99%	100%	96%	100%	100%	100%	98%	100%	97%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%
Level II Final	100%	83%	100%	77%	85%	100%	95%	100%	91%	100%	100%	100%	93%	100%	88%	100%	100%	91%	100%	90%	100%	100%	97%	100%	98%	100%
Level III	78%	50%	75%	38%	50%	54%	48%	72%	36%	50%	42%	26%	39%	25%	50%	62%	49%	74%	51%	75%	98%	80%	100%	82%	100%	
Ojective Performance	85%	75%	80%	99%	99%	85%	82%	80%	96%	95%	85%	80%	80%	97%	95%	85%	80%	80%	99%	85%	85%	86%	80%	100%	85%	
Hispanic/Latino																										
Level II	100%	96%	100%	91%	100%	100%	96%	100%	86%	100%	100%	93%	100%	84%	100%	100%	100%	100%	94%	100%	100%	100%	100%	100%	100%	
Level II Final	89%	85%	100%	59%	85%	85%	89%	100%	81%	100%	100%	82%	100%	72%	90%	100%	88%	100%	72%	100%	100%	96%	96%	96%	100%	
Level III	42%	35%	53%	27%	50%	20%	40%	36%	36%	50%	32%	4%	6%	20%	25%	42%	31%	47%	39%	75%	100%	77%	100%	57%	85%	
Ojective Performance	85%	73%	80%	88%	90%	85%	77%	80%	91%	90%	85%	80%	80%	86%	90%	85%	76%	80%	100%	85%	85%	75%	80%	100%	85%	
Asian																										
Level II	100%	100%	100%	100%	100%	100%	100%	100%	97%	100%	100%	100%	97%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
Level II Final	100%	96%	100%	100%	100%	100%	96%	100%	90%	100%	100%	100%	93%	100%	100%	88%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
Level III	100%	69%	100%	88%	90%	100%	72%	100%	65%	75%	62%	78%	100%	45%	75%	100%	80%	100%	77%	100%	100%	94%	100%	89%	100%	
Ojective Performance	85%	85%	80%	100%	100%	85%	87%	80%	100%	95%	85%	88%	80%	100%	100%	85%	86%	80%	100%	85%	85%	84%	80%	100%	100%	
Black or African American																										
Level II	100%	N/A	100%	100%	100%	100%	N/A	100%	100%	100%	100%	N/A	100%	100%	100%	100%	N/A	100%	100%	100%	100%	100%	N/A	100%	100%	
Level II Final	100%	N/A	100%	33%	100%	100%	N/A	100%	67%	100%	100%	N/A	100%	100%	100%	100%	N/A	100%	67%	75%	100%	N/A	100%	100%	100%	
Level III	100%	N/A	100%	33%	100%	100%	N/A	100%	67%	100%	100%	N/A	100%	0%	100%	100%	N/A	100%	33%	50%	100%	N/A	100%	50%	75%	
Ojective Performance	85%	N/A	80%	100%	100%	85%	N/A	80%	100%	100%	85%	N/A	80%	100%	100%	85%	N/A	80%	100%	85%	85%	N/A	80%	100%	100%	
White																										
Level II	100%	99%	100%	97%	100%	100%	99%	100%	97%	100%	100%	98%	100%	98%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	
Level II Final	100%	82%	100%	78%	85%	100%	95%	100%	91%	100%	100%	94%	100%	89%	100%	100%	92%	100%	91%	100%	100%	97%	100%	98%	100%	
Level III	78%	48%	75%	37%	50%	54%	48%	72%	34%	75%	42%	25%	39%	24%	45%	65%	48%	72%	9%	75%	100%	80%	100%	83%	75%	
Ojective Performance	85%	75%	80%	98%	95%	85%	81%	80%	97%	95%	85%	83%	80%	97%	85%	85%	78%	80%	51%	85%	85%	78%	80%	98%	95%	
Two or more Races																										
Level II	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	N/A	100%	100%	
Level II Final	100%	82%	100%	100%	100%	100%	100%	100%	100%	100%	80%	100%	83%	95%	100%	83%	100%	100%	100%	100%	100%	N/A	100%	100%	100%	
Level III	75%	33%	50%	100%	100%	26%	33%	50%	50%	75%	65%	60%	100%	33%	50%	58%	33%	50%	100%	100%	100%	N/A	100%	67%	100%	
Ojective Performance	85%	68%	80%	100%	95%	85%	81%	80%	100%	100%	85%	84%	80%	100%	85%	85%	77%	80%	100%	85%	N/A	80%	100%	100%	100%	
LEP																										
Level II	100%	N/A	100%	100%	100%	100%	N/A	100%	50%	100%	100%	N/A	100%	60%	100%	100%	N/A	100%	80%	100%	100%	N/A	100%	100%	100%	
Level II Final	100%	N/A	100%	57%	100%	100%	N/A	100%	17%	100%	100%	N/A	100%	60%	100%	100%	N/A	100%	40%	100%	100%	N/A	100%	100%	100%	
Level III	100%	N/A	100%	43%	100%	100%	N/A	100%	0%	100%	100%	N/A	100%	0%	100%	100%	N/A	100%	0%	100%	100%	N/A	100%	0%	100%	
Ojective Performance	85%	N/A	80%	N/A	85%	85%	N/A	80%	NA	85%	85%	N/A	80%	N/A	85%	85%	N/A	80%	N/A	85%	85%	N/A	80%	100%	100%	
SPED																										
Level II	100%	88%	100%	82%	90%	100%	89%	88%	64%	90%	100%	76%	90%	84%	95%	100%	100%	100%	90%	100%	100%	100%	100%	96%	100%	
Level II Final	87%	64%	96%	38%	75%	100%	71%	72%	47%	75%	80%	62%	82%	48%	75%	62%	77%	100%	48%	75%	94%	95%	100%	68%	100%	
Level III	56%	31%	47%	15%	25%	26%	7%	13%	8%	25%	75%	5%	27%	10%	25%	33%	31%	47%	20%	50%	39%	43%	65%	36%	50%	
Ojective Performance	85%	64%	80%	85%	85%	85%	71%	80%	63%	85%	85%	71%	80%	89%	85%	85%	68%	80%	96%	95%	85%	65%	80%	100%	100%	
TAG																										
Level II	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
Level II Final	100%	79%	100%	80%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
Level III	100%	83%	100%	40%	100%	100%	81%	100%	65%	100%	86%	82%	100%	58%	100%	100%	100%	100%	100%	100%	100%	95%	100%	100%	100%	
Ojective Performance	92%	90%	80%	98%	95%	85%	92%	80%	100%	100%	85%	90%	80%	100%	85%	85%	83%	80%	100%	100%	85%	87%	80%	100%	100%	
At-Risk																										
Level II	100%	96%	100%	90%	100%	100%	80%	100%	76%	100%	100%	87%	100%	75%	100%	100%	80%	100%	91%	100%	100%	100%	100%	98%	100%	
Level II Final	92%	48%	72%	52%	100%	100%	66%	100%	62%	100%	100%	78%	100%	58%	100%	100%	68%	100%	55%	100%	100%	94%	100%	88%	100%	
Level III	48%	11%	16%	19%	50%	41%	11%	17%	14%	25%	6%	17%	26%	10%	50%	32%	34%	51%	8%	75%	60%	67%	100%	53%	100%	
Ojective Performance	85%	60%	80%	85%	85%	70%	80%	80%	85%	85%	72%	80%	85%	85%	63%	80%	63%	80%	85%	85%	66%	80%	100%	85%	85%	

HPHS 2016-2017
Goals and Objectives

Goal # 1: Promote the HPHS Learner to be Academically Prepared for College & Career	
Objective: Multiple measures will be used to determine student achievement and academic progress.	
Advanced Placement (AP) & Dual-Credit	
1.01	Maintain or increase the past year's percentage of juniors and seniors taking AP or dual-credit courses to 80%.
1.02	Increase the percentage of students earning a score of 2, 3, 4, or 5 on the AP exam to 95%.
1.03	Increase the percentage of students earning a score of 3, 4, or 5 on the AP exam to 80%.
1.04	Increase the percentage of students earning a score of 4 or 5 on the AP exam to 50%.
College Entrance Process	
1.05	Provide all students and parents with information about college entrance requirements.
1.06	Provide all students and parents with information about obtaining financial assistance.
1.07	Monitor the five-year college completion rate.
College Readiness Assessments PSAT / ACT / SAT	
1.08	Increase student composite scores on PSAT by 2%.
1.09	Increase/maintain student participation on the SAT and/or ACT to 90% of the graduating seniors.
1.10	Maintain/Increase critical reading and math mean scores on the SAT to 1250 or an equivalent norm-referenced score.
1.11	Maintain and/or increase the ACT mean score to 27 or above.
STAAR: Math, Reading, Writing, Science, Social Studies	
1.12	95% of all students and each student group will achieve at least 85% correct on each tested category.
1.13	95% of all students and each student group will achieve passing scores at the phase - in standard.
1.14	Increase the passing rate at the final standard from the previous year by 50% or up to 100%.
1.15	Increase the level III/Advanced Academic Performance for all students and each student group from the previous year by 50%.
English as a Second Language (ESL)	
1.16	Each ESL student will increase by one or more levels on an oral language proficiency test with the exception of students who previously scored advanced high.
1.17	All students measured by TELPAS will increase by one or more levels (Beginner, Intermediate, Advanced, Advanced High) with the exception of students who previously received advanced high.
Gifted and Talented (TAG)	
1.18	98% of TAG identified students will achieve Advanced Academic Achievement rating on the STAAR test in each tested subject.
1.19	100% of the regular education teachers will complete the Gates Teacher Survey when requested.
1.20	HPHS will participate in a formal evaluation of the TAG programs during each school year to show at least 95% satisfaction with the TAG Program based on surveys of TAG parents, students, and teachers.
Special Education (SPED) Sub Population Scores	

HPHS 2016-2017
Goals and Objectives

1.21	The SPED Group assessments results will have "Met Standard" within 20% of the "All Students Met Standard."
1.22	The SPED Group will increase the passing rate in each subject area as compared to the results from the previous year.
1.23	100% of students receiving Special Education Services will have transition planning.
1.24	Attendance on a EOC assessment days, including December, March, April, May, and July will improve.
Goal # 2: Promote the HPHS Learner to be a Critical, Innovative Thinker	
Objectives:	
All Teachers	
2.01	Provide opportunities for students to choose and develop research projects and work collaboratively with teachers to devise evaluation measures such as rubrics measured by artifacts in student digital portfolios and student and faculty surveys.
2.02	Foster intellectual curiosity in students by using authentic real life situations, problem based learning and investigations which require questioning and critical thinking to create a solution as measured by artifacts in student digital portfolios and student and faculty surveys.
2.03	Provide learning experiences requiring students to self-evaluate, revise, and meet given criteria for assignments.
2.04	Design opportunities for students to lead critical thinking strategies that involve complex questioning and evaluation of content.
2.05	Provide opportunities for students to demonstrate mastery of content at all levels of learning.
2.06	Allow students the opportunity to address multi-dimensional problems within our school community and a forum for presenting solutions.
2.07	Promote creative thinking and engagement through the arts.
2.08	Design classroom experiences that utilize the latest technology to facilitate student mastery.
2.09	Incorporate a variety of strategies to increase student engagement in the classroom to foster differentiated instruction.
Goal # 3: Promote the HPHS Learner to be an Effective Communicator & Collaborator	
Objectives:	
3.01	Provide students with multiple opportunities to practice the skills of effective communication and collaboration, both written and verbal for varied purposes and audiences.
3.02	Provide the learners with the skills to actively listen, to accept constructive criticism and feedback, and to respect the opinions and perspectives of others.
3.03	Promote student products that reflect their growth in developing communication and collaboration skills.
3.04	Design learning experiences that ask students to work effectively within diverse teams, both as a contributor and as a leader to accomplish a common goal.
Goal # 4: Promote the HPHS Learner to be Motivated, Confident & Resilient	

HPHS 2016-2017
Goals and Objectives

Objectives:	
Attendance Rate	
4.01	Increase student attendance rate to 98% or above for all students and each student group.
Drop Out/Completion Rate 9-12	
4.02	Achieve a dropout rate of 0% for all students and each student group.
4.03	Maintain a completion rate of 100% for all students and each student group.
Learning Environment	
4.04	Provide an environment for student learning that fosters motivation, confidence and resilience through self-reflection and risk-taking.
4.05	Implement effective educational support systems for violence prevention, crisis intervention, resiliency, conflict resolution, suicide prevention, and dating violence prevention.
4.06	Increase awareness of sexual abuse, harassment, bullying, and other maltreatment of children.
4.07	Create strategies to promote ethical decision-making.
4.08	Teach students to utilize Skyward, Naviance, and Moodle to manage self-learning, resources, and time.
4.09	Offer non-academic activities that help create a balance of physical, mental and emotional health.
4.10	Plan and develop a learning environment that encourages the use of technology.
4.11	Increase 9th grade passing rate in all courses by 10%.
Goal # 5: Promote the HPHS Learner to be a Responsible Person & Engaged Citizen	
Objectives:	
5.01	Meet or exceed community service requirements for graduation.
5.02	Support students in making ethical decisions and choices while demonstrating honesty and integrity.
5.03	Increase awareness of civic responsibilities and democratic ideals at each campus.
Goal # 6: Promote the HPHS Learner to be a Globally Competent Person	
Objectives:	
Languages Other Than English	
6.01	Increase enrollment by 10% in 3rd year and beyond language courses.
6.02	Increase participation and improve scores on AP language exams.
All Teachers	
6.03	Increase global partnerships with other schools, organizations and experts.
6.04	Increase teacher participation in professional learning communities for global integration.
6.05	Provide content-rich foundational curriculum with global implications.
6.06	Provide students with the skills to effectively communicate in at least one language other than English.
6.07	Establish opportunities for students to interpret and respond to global issues using an interdisciplinary approach.

HPHS 2016-2017
Goals and Objectives

6.08	Increase professional development opportunities designed to promote global competencies and communication through technology.
6.09	Provide students with an enriched technology curriculum which includes the skills needed to sustain a competitive edge in the marketplace.