Campus Improvement Plan
2024 - 2025

SAISD

Highlands High School

Table of Contents

Vision, Mission, Core Values, and Core Beliefs

VISION
Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

MISSION
To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

CORE VALUES
    Student Centered
    High Expectations
    Commitment
    Passion
    Integrity
    Respect
    Teamwork

CORE BELIEFS
    Every student can learn and achieve at high levels.
    We are responsible for the education and safety of every student.
    We are responsible for the efficient and effective operation of the school system.
    Everyone should be treated with respect.
    People support what they help create.

SAISD District and Campus Goals

SAISD 5 Year Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from _____ in August 2024, to ___ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from _____ in August 2024, to ___ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from _____ in August 2024, to ___ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Campus Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from _____ in August 2024, to ___ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from _____ in August 2024, to ___ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from _____ in 2024, to ___ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1 **4.18.2024**	The Campus Advisory Committee discussed the purpose of conducting a SWOT Analysis to help guide the Campus Needs Assessment Process. A SWOT Analysis was then conducted.
Meeting #2 **5.15.2024**	The Campus Advisory Committee reviewed the SWOT Analysis themes to guide the decisions for the 2024-2025 CNA.

How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?

The campus has recognized the need to make changes to the campus improvement plan. The data indicates that the goals set for the 2023-2024 school year resulted in an improvement in teacher satisfaction, and the turnover rates are lower than the 2022-2023 school year. The campus has decided to continue with the same goals and refine the actions. It is important to address the challenges faced in the educational setting, such as teacher turnover rates, which may indicate dissatisfaction or other issues within the teaching staff. The student attendance rate of 79% suggests that there may be factors affecting student engagement and participation. Therefore, the plan is to continue to communicate the expectations to all stakeholders. Additionally, the high student failure rate of 53% may require further investigation to identify the underlying causes. In the meantime, the plan is to address this issue by engaging all stakeholders, including parents, on a weekly basis to ensure that students and parents are well-informed. Teachers will also provide interventions to students to ensure their success. Communication gaps within the organization, including educational institutions, will be addressed by consistently communicating with parents through various channels such as school messenger, social media, email, and a stakeholders newsletter. Lastly, providing adequate support and resources to teachers is crucial for their professional growth and effectiveness in the classroom. This will help increase EOC State assessments and College and Career Readiness for all students, with a specific focus on providing additional opportunities for African American students, such as HBCU campus visits and other opportunities to enhance their readiness.

Comprehensive Needs Assessment Process

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process - Data Sources

Comprehensive Needs Assessment Process

Demographics

At-Risk Rates (Branching Minds)		Student Graduation/Promotion Rate	x	Bilingual Service Records		Anecdotal data from programs	
STAAR Domain 3 Data		GT Service Records		Classroom Observation Data		EOY Assessment Data	x
Special Education Service Records	x	PEIMS Standard Reports		CTE Enrollment	x	Anecdotal data from T-TESS	
Student Attendance Records	x	Teacher Attendance Records		Other (Indicate to the Right)			

Student Learning

STAAR/EOC Results	x	Local Benchmark Results		State Interim Results		MAP Data	
CIRCLE Data		CBA and Local Formative Results	x	PSAT/SAT/ACT/TCSI scores	x	IB/DC/AP Scores	
Branching Minds Interventions		Student Retention Rates		CTE Enrollment	x	Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			

Processes and Programs

Observational Data		Sign-Ins / Minutes	x	Calendar of Events	x	RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities		MTSS Data		Branching Minds	x	Feedback Given To Teachers	
Coaching Cycle		SEAD Activities & Effectiveness		Effectiveness of Restorative Practices		Rhythm Data	
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	
Other (Indicate to the Right)				Other (Indicate to the Right)			

Perceptions

Teacher/Staff Surveys	x	Parent/Student Surveys	x	Classroom Observations		Parental Involvement Data	x
Parent Volunteers		Calendar of Parent Engagement		Feedback to Teachers	x	Mission, Values, and Vision	x
Other (Indicate to the Right)				Other (Indicate to the Right)			

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Comprehensive Needs Assessment – Demographics

Demographics (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Student Attendance	PS DE-1	Our attendance average for 2023-2024 was approximately 78.1% for the year vs. 79% during the 2022-2023 school year.
	RC DE-1	**The campus lacked an improvement plan that included focused priorities, clear timelines, milestones, metrics, and task owners that addressed the root causes low attendance. (1.3 a)**
Programs Student Outcomes	PS DE-2	During the 2023-2024 school year, 54% of seniors applied to a 4-year college, and 38% were accepted.
	RC DE-2	**Seniors face significant barriers transitioning from acceptance to enrollment due to a lack of comprehensive support throughout high school which include insufficient financial aid guidance, limited college enrollment counseling family support, uncertainty about career paths and limited exposure to post secondary options**
Teacher Turnover	PS DE-3	According to 2022-2023 TAPR, 40.1% of our teachers have 1-5 years of experience. Beginning teachers make up 11.9% This has been a trend for the last 3 years (TAPR 2021 at 52.6% TAPR 2020 at 42.3%).
	RC DE-3	The root cause identified is that 40.1% of our teachers have only 1-5 years of experience. This limited experience may affect the quality of instruction, classroom management, and the ability to effectively implement curriculum and engage students, contributing to the low percentage of students achieving "Meets" on the EOC assessments. . (2.1C)
Student Discipline	PS DE-4	According to the BI tracking system, 1730 days of instruction were missed due to out of school suspensions.
	RC DE-4	**The root cause is lack of consistent systems for tier one offenses. Campus instructional leadership failed to provide clear expectations and support so teachers could implement best practices for establishing and maintaining a productive learning environment. 3.1**
Strengths & Areas for Improvement Based on your Data Analysis		9th Grade - 525; 10th grade - 350; 11th grade - 329; 12th grade - 295Female - 46%; Male 54% Hispanic 9 1% (9th - 92%; 10th 91%; 11th 88%; 12th 91%) AF AM 6& (9th - 6%; 10th - 6%; 11th - 8%; 12th - 6%) White 2% (9th - 2%; 10th - 3%; 11th - 2%; 12th - 2%) LEP 15% (9th - 15%; 10th - 14%; 11th 14% ; 12th 16%) At Risk 69% (9th 78%; 10th 67%; 11th 67%; 12th - 55%) Eco Dis 90% (9th 90%; 10th - 89%; 11th - 88%; 12th - 92%) SPED 15% (9th 15%; 10th 15%; 11th 16%; 12th 14%) GT 5% (9th 6%; 10th 5%; 11th 7%; 12th 3%) Migrant 0% Homeless 3% (9th 1%; 10th 2%; 11th 2%; 12th 9%) PEP 1% (9th 2%; 10th 1%; 11th 1%; 12th 2%) Demographics strengths 100% in person instruction College Focus on the top 15% of student population (top 20 and top 40 per grade level) with CCMR monthy meetings

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment			
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Student Learning (Minimum 2 Areas)			
Area Examined			**Problem Statements and Root Causes**
CCMR Assessments	PS SL-1		At the end of the 2023-2024 school year, 87.9% of seniors, 19.66% of juniors, 9.52 % of sophomores, and 2.225% freshman are CCMR.
	RC SL-1		**The primary root cause for the low CCMR rates among underclassmen (juniors, sophomores, and freshmen) compared to seniors is the lack of early and continuous intervention and support for CCMR preparation. This includes limited early exposure to CCMR activities, inadequate academic and career planning starting from the freshman year.**
EOY Assessment Outcomes	PS SL-2		In 2023-2024: 28% of English I testers, 38% of English II testers, 8% of Algebra I testers, 52% of US History testers, and 28% of Biology testers achieved Meets on the EOC assessments.
	RC SL-2		**The root cause identified that the campus did not support student ownership toward measurable goal setting. (5.3d) The campus did not consistently utilize a tracking system that included assessment information, course grades, and attendance to monitor individual student progress. (5.4b)**
CCMR Certifications	PS SL-3		During the 2023-2024 school year 75.0% of African Americans were College, Career, or Military Ready compared to 75.6% of Hispanics and 80% of Whites.
	RC SL-3		**The campuses practices and policies do not demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success. (3.1b)**
CCMR Assessments	PS SL- 4		During the 2023-2024 school year approximately 6% of the student body met national and/or state standards in reading and math on college readiness exams.
	RC SL-4		Teachers do not have access to high quality instructional material that fully cover college readiness assessment standards and materials aligned to research instructional strategies that meet the needs of all students including special populations.(4.1a) Campus fails to support of the purpose and importance of each assessment, when it is administered, and how results are used to support student learning. (4.1b)

Needs Assessment - Student Learning

| **Comprehensive Nee** | **Strengths & Areas for Improvement Based on your Data Analysis** | Based on the data analysis from the 2023-2024 school year, here are the strengths and areas for improvement:
Strengths:
Senior CCMR Achievement: A high percentage (87.9%) of seniors were College, Career, or Military Ready (CCMR), indicating effective preparation and support for students in their final year. US History EOC Performance: Over half (52%) of US History testers achieved "Meets" on their End-of-Course (EOC) assessments, suggesting strong instructional strategies or student engagement in this subject area. CCMR Rates Among Specific Groups: There is relatively close CCMR achievement among different ethnic groups: 75.0% of African Americans, 75.6% of Hispanics, and 80% of Whites. This indicates some level of equity in college and career readiness preparation across these groups.
Areas for Improvement:
CCMR Preparation for Underclassmen: The data shows significantly lower CCMR rates among juniors (19.66%), sophomores (9.52%), and freshmen (2.225%). This suggests a need for earlier and more continuous intervention and support for CCMR preparation, starting from the freshman year. Root Cause: Lack of early exposure to CCMR activities and inadequate academic and career planning beginning in the freshman year. EOC Assessment Performance: The percentage of students meeting "Meets" standards in English I (28%), English II (38%), Algebra I (8%), and Biology (28%) suggests gaps in student performance across several subjects. Root Cause: The campus did not foster student ownership towards measurable goal setting (5.3d) and lacked a consistent tracking system that includes assessment information, course grades, and attendance to monitor progress (5.4b). Low College Readiness Exam Scores: Only about 6% of the student body met national and/or state standards in reading and math on college readiness exams, indicating a gap in preparation for these assessments. Root Cause: Teachers do not have access to high-quality instructional materials aligned with college readiness assessment standards (4.1a). There is also a lack of support for understanding the purpose and importance of assessments, their administration, and how results support student learning (4.1b). Inconsistent Practices and Policies: The campus practices and policies do not consistently demonstrate high expectations or shared ownership for student success in college and career readiness and postsecondary success (3.1b).
Recommendations for Improvement:
Implement Early CCMR Interventions: Develop and implement programs that introduce CCMR concepts and planning as early as the freshman year, including early exposure to relevant activities and consistent academic and career planning support. Enhance Goal Setting and Progress Monitoring: Foster a culture of goal setting among students, with regular check-ins and a robust tracking system to monitor academic performance, attendance, and assessment data. Provide High-Quality Instructional Materials: Ensure teachers have access to materials aligned with college readiness standards and research-based instructional strategies, especially for special populations. Strengthen Assessment Practices: Educate staff and students on the purpose and timing of assessments and utilize results more effectively to support student learning and development. Build a Culture of High Expectations: Encourage a school-wide culture that promotes high expectations and shared ownership of student outcomes, with a focus on college and career readiness for all students. |

Area Examined		
Teacher Feedback	PS PP-1	
	RC PP-1	
Teacher Feedback	PS PP-2	
	RC PP-2	
Communication	PS PP-3	
	RC PP-3	
Enrichment Opportunities	PS PP-4	
	RC PP-4	

ent - Processes & Programs

Comprehensive Needs Assessm		
	Strengths & Areas for Improvement Based on your Data Analysis	Based **Streng** Awaren profess continu athletic which a Areas f **Profes** Issue: 2 constra develop strategi **High F** Issue: A consist student underly **Recom** student and cre **Issue:** . **Root C** **Recom** activitie **Addres** **Issue:** **Root C** **Recom** frequer **Suppo** **Issue:** . **Root C** **Recom** address address acaden

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Processes & Programs (Minimum 2 Areas)

Problem Statements and Root Causes

During the 2023-2024 school year 20.9% of the campus teachers states the school does not provide opportunities for professional development.

Budget constraints limit the funds available for professional development programs. Additionally, the administration does not prioritize the importance of professional development for teachers. Even when opportunities for professional development exist, there is poor communication or dissemination of this information to teachers.

Approximately 53% of students failed one or more classes during the first semester.

The campus does not consistently use a corrective instruction action planning (CIAP) process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.(5.3b) There is insufficient support to ensure students are actively engaged in instruction. (3.3a)

Only a small percentage of students are actively engaged in athletics, band, ROTC, and other school clubs and organizations. (data)

Student apathy and/or lack of ability to engage, lack of communication due to infrequent, ineffective announcements.

A high number of students are not currently at grade level. (data)

Students are missing credits due to failures, attendance issues and lack of support for root issues.

on the data analysis from the 2023-2024 school year, here are the identified strengths and areas for improvement:

ths:
ness of Professional Development Needs: A notable portion (20.9%) of the campus teachers expressed that the school does not provide sufficient opportunities for sional development. This reflects a clear understanding among staff of the importance of professional development, which can be leveraged to foster a culture of ious improvement. Identification of Student Engagement Issues: The campus has recognized a low level of student engagement in extracurricular activities such as s, band, ROTC, and other school clubs and organizations. This awareness provides an opportunity to develop strategies to increase participation in these areas, are crucial for fostering a well-rounded student experience.

for Improvement:

sional Development Opportunities and Communication:
20.9% of teachers reported a lack of opportunities for professional development, and there is poor communication about existing opportunities. Root Cause: Budget ints limit funding for professional development, and the administration does not prioritize it. Additionally, there is ineffective communication about professional oment opportunities. Recommendation: Improve the prioritization of professional development in the budget and administrative planning. Enhance communication ies to ensure teachers are well-informed about available professional development opportunities.

ailure Rates and Lack of Credit Attainment:
Approximately 53% of students failed one or more classes during the first semester, indicating significant academic challenges. **Root Cause:** The campus does not ently use a Corrective Instruction Action Planning (CIAP) process to analyze data and address student misconceptions, and there is insufficient support to ensure ts are actively engaged in instruction (5.3b, 3.3a). Additionally, students are missing credits due to failures, attendance issues, and a lack of support for addressing ring issues.
mmendation: Implement and consistently use a CIAP process both individually and within Professional Learning Communities (PLCs) to identify and address t learning gaps. Provide more targeted support to ensure students are engaged in instruction and address root causes of academic challenges, such as attendance edit recovery. Student Engagement in Extracurricular Activities:
A small percentage of students are actively engaged in extracurricular activities, which contributes to overall student apathy and a lack of engagement.
Cause: Lack of communication due to infrequent and ineffective announcements, and possibly a lack of accessible or appealing extracurricular options.
mmendation: Enhance communication efforts to raise awareness about the availability and benefits of extracurricular activities. Consider expanding the range of es offered to appeal to a broader range of interests and encourage greater student participation.

ssing Student Apathy and Engagement:
There is a notable level of student apathy and a lack of active engagement in instruction and school activities.
Cause: Ineffective announcements and lack of engagement strategies that resonate with students.
mmendation: Develop and implement more effective communication and engagement strategies to reduce student apathy. This could include more dynamic and t announcements, student-led initiatives, and opportunities for student voice and choice in school activities.

rting Students Not at Grade Level:
A high number of students are not currently at grade level.
Cause: Failures, attendance issues, and lack of targeted support to address these underlying issues.
mmendation: Develop targeted intervention programs for students who are not at grade level, focusing on academic support, attendance interventions, and sing any socio-emotional or logistical barriers to success. Strengthen the support systems to help students catch up on credits and stay on track for graduation. By sing these areas for improvement, the campus can foster a more supportive and effective learning environment for both students and teachers, enhancing overall nic performance and engagement.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Comprehensive Needs Assessment - Perceptions

Student Learning (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Staff Survey Results	PS PE-1	In 2023-2024, only 44% of staff in the insight survey agree that the campus has established systems that ensure families are well-informed about the school.
	RC PE-1	The campus has a system in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way but we will continue to focus on continual parent communication due to the increase in parent participation. (3.4a)
Staff Survey Results	PS PE-2	100% of the staff on the CAC agree that there is insufficient opportunities to support new teachers and peers through learning walks.
	RC PE-2	The campus instructional leaders do not consistently provide ongoing training and support for teachers to effectively use high-quality instructional materials and research-based teaching practices. These practices should promote critical thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. Additionally, the campus was informed that substitutes could not be used for learning walks. (5.1b)
Staff Survey Results	PS PE-3	As of 7/15/2024, 73% of all teachers have over 3 years experience; 52% of core teachers have over 3 years of experience. (This has been a trend for the last 3 years - TAPR 2022 at 40.1%, TAPR 2021 at 52.6%, TAPR 2020 at 42.3%).
	RC PE-3	The root cause identified failed to implement targeted and personalized strategies to support and retain staff, particularly high-performing staff. (2.1C)
Staff Survey Results	PS PE-4	
	RC PE-4	The campus staff frequently participates in professional development at the district level, while on-campus professional development is limited to 50/50 PD days. Although Lunch/Learn opportunities are offered throughout the year, the lack of funding for teacher incentives this year has unfortunately impacted teacher participation.
Strengths & Areas for Improvement Based on your Data Analysis		**Strengths:** **1. Family Engagement System:** The campus has a system in place for regular, positive, constructive, and personalized communication with families about their child's performance. Increase in parent participation suggests the current engagement strategies are effective. **2. District-Level Professional Development:** Staff frequently participates in professional development at the district level, which can provide valuable insights and training from a broader perspective. **3. Lunch/Learn Opportunities:** These opportunities are offered throughout the year, showing a commitment to continuous learning and development, even if participation has been impacted by funding issues. **Areas for Improvement:** **1. Instructional Leadership:** Inconsistent ongoing training and support from campus instructional leaders need to be addressed. Teachers require continuous professional development to effectively use high-quality instructional materials and research-based practices. Focus on promoting critical thinking skills and providing differentiated and scaffolded supports for diverse student groups, including students with disabilities and English learners. **2. Substitute Availability for Learning Walks:** The inability to use substitutes for learning walks limits teachers' opportunities to observe and learn from their peers. Finding a solution to allow for these learning walks is necessary. **3. Experience Level of Teachers:** With 40.1% of teachers having only 1-5 years of experience, there is a need for more robust support and mentoring programs to enhance their skills in instruction, classroom management, and curriculum implementation. **4. On-Campus Professional Development:** The limited 50/50 PD days on campus need to be expanded or supplemented with additional training opportunities to ensure comprehensive professional development. **5. Teacher Incentives:** The lack of funding for teacher incentives has impacted participation in Lunch/Learn opportunities. Securing funding or alternative ways to motivate and engage teachers in professional development is essential.

Plan for Improvement – Demographics

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1		By the end of the 2024-2025 school year student attendance will increase from 78% to 90% PS DE-1	Establish an Attendance Committee according to TEA/district guidelines to include: 1-administrator, 1-counselor, 4-academic teachers. Survey students to identify trends and patterns. Meet with Tier 4 and Tier 3 students. Set up meetings to communicate expectations with students and parents. Discuss expectations, incentives, and resources. Identify students who are at risk of losing credit due to having less than 90% attendance overall and/or 5+ absences for a class per semester. Notify parents when students have a pattern of absenteeism. Utilize counselors, CIS, and FACE services, as needed. Meet bi-monthly to review student data and make decisions on interventions, credit recovery, and credit loss. Saturday School and Attendance Forums	Administration; Retention Specialist; FACE Specialists; Attendance Clerk	
	PS # DE-1	Quarterly KPIs	By the end of quarter I (10/25) our attendance average for the campus will increase by 3%.		
			By the end of quarter II (1/24) our attendance average for the campus will increase by an additional 3%.		
			By the end of quarter III (3/28) our attendance average for the campus will increase by an additional 3%.		
			By the end of quarter IV (5/15) our attendance average for the campus will increase by 3%, to reach a minimum for the 2024-2025 school year of 90%.		
DE-2		By the end of the 2024-2025 school year we will Increase seniors being accepted to a 4 year college from 28% to 48%. PS DE-2	Create opportunities for seniors to learn about the various opportunities within our community to earn a college degree. Host a fall and spring college night for seniors. Conduct quarterly meetings with seniors and parents to promote 4-year college attendance. Walk our students and family through the process of applying for financial aid, and college applications.	Counselors; College Bound Advisors; Academic Deans; Administration;	
	PS # DE-2	Quarterly KPIs	By the end of the first quarter, we will promote spring college night for seniors with 50% of our seniors participating. As evidenced by sign-in sheets.		
			By the end of the second quarter, we will increase student participation in college night for seniors by 10%.As evidenced by sign-in sheets		
			By the end of the third quarter, we will increase student participation in parent/ student college events by 10%. As evidenced by sign-in sheets.		
			By the end of the fourth quarter, we will increase student participation in parent/student college events by 10%. As evidenced by sign-in sheets.		
DE-3		By the end of the year we will Increase College, Career, or Military Ready from 60% to 85% for African Americans. PS DE-3	Provide various opportunities to our African American students and their families to learn about the our opportunities within our community.Host Fall/Spring college fair for African American students and their parents. Participate in HBCU campus visits. Collaborate with the (BSU) Black Student Union Sponsor to visit St. Philip's College. Develop goals with students and their families and share the resources available	Counselors; College Bound Advisors; Academic Deans; Administration;	
	PS # DE-3	Quarterly KPIs	By the end of the first quarter, we will host a CCMR fair for African American students and their parents. As evidenced by Flyers, and school messenger reports.		
			By the end of the second quarter, we will promote an HBCU campus visit and analyze student college bridge completion percentages. As evidence by Texas College Bridge Reports.		
			By the end of the third quarter, we will increase student/family participation in college fair by 10% as evidenced by sign-in sheets.		
			By the end of the fourth quarter, we will increase student college bridge participation by 100% as evidenced by Texas College Bridge Reports.		
		By the end of the year,			
		By the end of the first quarter,			

DE-4	PS #	Quarterly KPIs	By the end of the second quarter,
			By the end of the third quarter,
			By the end of the fourth quarter,

2.1 - Campus Improvement Plan (CIP)
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1		By the end of the year, Increase the CCMR readiness rate for freshmen to 10% sophomores to 20% and juniors to 30% within the next academic year through the implementation of a comprehensive early intervention and support.	Establish an Attendance Committee according to TEA/district guidelines to include: 1-administrator, 1-counselor, 4-academic teachers. Survey students to identify trends and patterns. Meet with Tier 4 and Tier 3 students. Set up meetings to communicate expectations with students and parents. Discuss expectations, incentives and resources. Identify students that are at risk of losing credit due to having less than 90% attendance overall and/or 5+ absences for a class per semester. Notify parent when students have a pattern of absenteeism. Utilize counselors, CIS and FACE services, as needed. Meet bimonthly to review student data and make decisions on interventions, credit recovery and credit loss.	Administration, Teachers, Deans, C3, CCMR Coordinator	
	PS #	**Quarterly KPIs**	By the end of the first quarter, Implement a school wide CCMR curriculum integrated into advisory using schoollinks,organize workshops for parents and families on understanding the CCMR requirements. By the end of quarter I (10/25)		
			By the end of the second quarter, Provide small group tutoring and intervention sessions for students by the end of quarter II (1/24)		
			By the end of the third quarter, Organize at least one college and career fair for underclassmen. By the end of quarter III (3/28)		
			By the end of the fourth quarter, 85% of students have completed their schoollinks scope and sequence activities IV (5/15)		
SL-2		By the end of the year, May 2025, 33% of English I testers, 43% of English II testers, 12% of Algebra I testers, 57% of US History testers, and 33% of Biology testers achieved Meets on the EOC assessments.	Weekly formative assessments Daily CFU Gap Analysis (GAP)Spiraling previous content Kagan strategies Student goal setting / data trackers (zone chart / student trackers) Sample data trackers (multiple types) / Zone chart templates Kagan training Dean support (PD and PLC) Support from District IS Mentor teachers	Administration, Teachers, Deans, Instructional Coach,	
	PS #	**Quarterly KPIs**	By the end of the first quarter, By the end of quarter I (10/25) all contents will increase Meets by 1% on their quarter 1 CBA (District or Campus based).		
			By the end of the second quarter, By the end of quarter II (1/24) all contents will increase Meets by 1% on their semester 1 exam (District).		
			By the end of the third quarter, By the end of quarter III (3/28) all contents will increase Meets by 2% on their EOC simulation.		
			By the end of the fourth quarter, By the end of quarter IV (5/15) all contents will increase Meets by 1% on their EOC.		
SL-3		By the end of the year,			
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Student Learning

SL-4		By the end of the 2024-2025 school year, 20% of students who test will meet national and/or state standards in college readiness exams.	Weekly formative assessments Daily CFU Gap Analysis (GAP) Spiraling previous content Kagan strategies Student goal setting / data trackers (zone chart / student trackers) Funding to take students to 6-Flags if they meet TSI/SAT/ACT (in both English and Math)	Administration, Teachers, Deans, Instructional Coach,	
	PS #	**Quarterly KPIs**	By the end of quarter I (10/25), 7% of students will meet state/national assessments standards (limited data)		
			By the end of quarter II (1/24), 10% of students will meet state/national assessments standards		
			By the end of quarter III (3/28), 15% of students will meet state/national assessments standards		
			By the end of quarter IV (5/15), 20% of students will meet state/national assessments standards		

2.1 - Campus Improvement Plan (CIP)
The CAC will create Processes & Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Processes & Programs

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		By the end of the year, We will create a team to ensure effective communication through announcements at least 3 out of 5 days including oral and visual announcements. We will have one multi-club -sponsored event per month starting in September.	Enhanced. Consistent announcements (video? Jpeg images on TVs) Create an Advisory group to create the announcement videos Increase promotion of clubs/organizations (Banners, Rush Week) Opportunity to to make up hours for attending meetings Monthly school activities sponsored by school clubs/organizations (Loteria, Karaoke, Movie Night) Pep rallies at more appropriate times Activity Bus Shared calendar for activities Separate communication system for sponsors to cross communicate Hoot Fest Funds & Student activity funds Announcement Team during Advisory (Ramirez, Lozano, Holguin including students) Audio-Visual Equipment Student time for preparations for events (early release) More enhance club sponsor meeting that initiates the strengthened communication between clubs		
	PS #	**Quarterly KPIs**	By the end of quarter I (10/25) the school will provide student-led oral announcements 2 of the 5 days of the week		
			By the end of quarter II (1/24) the school will provide student-led oral announcements 2 of the 5 days of the week and visual announcements 1 day of the week.		
			By the end of quarter III (3/28) the school will provide student-led oral announcements 3 of the 5 days of the week and visual announcements 1 day of the week.		
			By the end of quarter IV (5/15) the school will provide student-led oral announcements the school will provide student-led oral announcements 3 of the 5 days of the week and visual announcements 2 day of the week.		
PP-2		By the end of the year,			
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PP-3		By the end of the year,			
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PP-4		By the end of the year,			
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		

		Quarterly KPIs	
			By the end of the third quarter,
			By the end of the fourth quarter,

2.1 - Campus Improvement Plan (CIP)
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1		By the end of the year we will Increase by 18% staff perceptions that the campus has established systems that ensure families are well-informed about the campus happenings.	**Enhance Parent Communication and Engagement:** **Weekly Newsletter:** Develop and distribute a weekly newsletter to keep parents and the community informed. **Event Invitations and Reminders:** Regularly invite parents to campus events and send timely reminders to ensure participation. **Family Engagement Opportunities:** Host various family-oriented events such as Open House, Welcome Back Familia Night, monthly parent meetings, Principal Tailgates, community events with feeder pattern schools, and PTA activities. **Strategies:** Create volunteer opportunities for parents Host meaningful parent meetings Tiered/focused communication Parent Workshops (how to manage frontline, signing up for volunteering opportunities, etc.) System to communicate between student information from parents (previously emailed all teachers, admin, and counselor/social worker; inputting on branching minds) PTA identifying parent volunteers on campus (Josie leading PTA?) Including a community pep rally Align PTA and parent meetings with other activities **Resources Needed:**	Administrative Assistant Face Specialist Administrators Counselors Teachers CAC Team	
	PS #	**Quarterly KPIs**	By the end of the first quarter, (10/25) the campus PTA will be established. Parent meeting participation will increase to **10**		
			By the end of the second quarter, (1/24) the campus PTA will meet on a monthly basis. Parent meeting participation will increase to **15**		
			By the end of the third quarter, (3/28) the campus PTA will be meet on a monthly basis and begin to include booster club participation. Parent meeting participation will increase to ____		
			By the end of the fourth quarter, (5/15) the campus PTA will be meet on a monthly basis and include booster club participation consistently. Parent meeting participation will increase to ____		

Plan for Improvement – Perceptions

PE-2

By the end of the year, 100% campus instructional leaders will consistently provide ongoing training and support for teachers in effectively using high-quality instructional materials and research-based teaching practices.

Strategies:

High Instructional Materials. Technology Equipment, Science, Math, English, Social Studies, Fine Arts, Materials. Library books, Contract Printing Services, Posters/Prin-outs

Technology:
Use technology equipment such as computers or tablets to facilitate coding lessons where students can engage in interactive coding activities and build their own projects.
Utilize digital lab equipment and data collection tools to perform experiments and analyze results, enhancing inquiry-based science learning.
Integrate language learning apps on tablets or computers to offer personalized language practice that aligns with curriculum standards.

Science Materials:
Use hands-on science kits and lab materials to explore phenomena-based learning, where students investigate real-world scientific concepts through experiments.
Provide materials for engineering challenges, such as building models or conducting experiments, to apply the engineering design process in problem-solving activities.

Math Materials:
Use manipulatives, such as fraction bars or geometric shapes, to help students visualize and understand complex mathematical concepts.
Incorporate math games and tools into centers, allowing students to explore and practice mathematical concepts through interactive and tactile experiences.

English Materials:

Provide high-quality literature books that align with the curriculum's focus on integrating literary and informational texts, helping students explore themes and ideas deeply.
Utilize writing tools, notebooks, and graphic organizers to support the writing process, from brainstorming to publishing.

Social Studies Materials:

Use primary source documents, maps, and artifacts as instructional materials to help students analyze historical events and develop critical thinking skills.
Provide simulation kits and role-playing materials that allow students to immerse themselves in historical scenarios, bringing social studies lessons to life.

Art:
Use art supplies, musical instruments, and theater props to facilitate creative projects that integrate visual and performing arts into the curriculum.
rovide digital music creation tools and software that allow students to compose, arrange, and perform their own music pieces, aligning with music education standards.

Library Books
Curate a collection of diverse books that align with inquiry-based units, allowing students to explore essential questions through a variety of literary genres.
Incorporate leveled nonfiction texts that provide current events articles and historical documents, supporting cross-curricular literacy development.

Contract Printing Services
Use contract printing services to produce student-authored books, anthologies, and class publications, encouraging students to see their writing in print.
Print posters, anchor charts, and visual aids that support thematic units, helping to reinforce key concepts and vocabulary in the classroom.
Poster/Print-outs-
Create and display instructional strategy posters or anchor charts that highlight problem-solving techniques and mathematical thinking processes.
Print visual aids, such as diagrams and charts, that illustrate scientific processes and concepts, providing students with reference materials during hands-on activities.
Use print-outs of primary sources, timelines, and maps to help students analyze historical events and contexts visually.

Administrative Assistant
Administrators
Teachers
Deans
Support Staff

PS #	**Quarterly KPIs**	By the end of the first quarter, 25% of campus instructional leaders will have begun providing consistent training and support for teachers in the effective use of high-quality instructional materials and research-based teaching practices. This will include initial training sessions focused on promoting critical thinking skills and the basics of differentiated and scaffolded supports.	
		By the end of the second quarter, 50% of campus instructional leaders will be consistently offering ongoing training and support. This stage will involve deepening the focus on research-based teaching practices, with an emphasis on applying differentiated instruction for students with disabilities, English learners, and other student groups.	
		By the end of the third quarter, 75% of campus instructional leaders will be actively engaged in providing regular training and support. The emphasis during this period will be on refining and expanding the use of high-quality instructional materials, ensuring all teachers are equipped to promote critical thinking and apply scaffolded supports effectively.	
		By the end of the fourth quarter, 100% of campus instructional leaders will be consistently providing ongoing training and support to teachers. This will ensure all teachers are proficient in utilizing high-quality instructional materials and research-based teaching practices, fully incorporating differentiated and scaffolded supports for diverse student groups across the campus.	

PE-3

By the end of the year,			

PS #	**Quarterly KPIs**	By the end of the first quarter,
		By the end of the second quarter,
		By the end of the third quarter,
		By the end of the fourth quarter,

PE-4

By the end of the year,			

PS #	**Quarterly KPIs**	By the end of the first quarter,
		By the end of the second quarter,
		By the end of the third quarter,
		By the end of the fourth quarter,

2.2 – First Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

First Quarterly Review

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of quarter I (10/25) our attendance average for the campus will increase by 3%	Met Target (100%)	
DE-2	By the end of the first quarter, we will promote spring college night for seniors with 50% of our seniors participating. As evidenced by sign-in sheets.	Choose One	
DE-3	By the end of the first quarter, we will host a CCMR fair for African American students and their parents. As evidenced by Flyers, and school messenger reports.	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, Implement a school wide CCMR curriculum integrated into advisory using schoolinks organize workshops for parents and	Choose One	
SL-2	By the end of the first quarter, By the end of quarter I (10/25) all contents will increase Meets by 1% on their quarter 1 CBA (District or Campus based)	Choose One	
SL-3	By the end of the first quarter,	Choose One	
SL-4	By the end of quarter I (10/25), 7% of students will meet state/national assessments standards (limited data)	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of quarter I (10/25) the school will provide student-led oral announcements 2 of the 5 days of the week.	Choose One	
PP-2	By the end of the first quarter,	Choose One	
PP-3	By the end of the first quarter,	Choose One	
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, (10/25) the campus PTA will be established. Parent meeting participation will increase to 10	Choose One	
PE-2	By the end of the first quarter, 25% of campus instructional leaders will have begun providing consistent training and support for teachers in the effective use of high-	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

2.2 – Second Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

Second Quarterly Review

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of quarter II (1/24) our attendance average for the campus will increase by an additional 3%	Choose One	
DE-2	By the end of the second quarter, we will increase student participation in college night for seniors by 10% As evidenced by sign-in sheets	Choose One	
DE-3	By the end of the second quarter, we will promote an HBCU campus visit and analyze student college bridge completion percentages. As evidence by Texas	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, Provide small group tutoring and intervention sessions for students by the end of quarter II (1/24)	Choose One	
SL-2	By the end of the second quarter, By the end of quarter II (1/24) all contents will increase Meets by 1% on their semester 1 exam (District)	Choose One	
SL-3	By the end of the second quarter,	Choose One	
SL-4	By the end of quarter II (1/24), 10% of students will meet state/national assessments standards	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of quarter II (1/24) the school will provide student-led oral announcements 2 of the 5 days of the week and visual announcements 1 day of	Choose One	
PP-2	By the end of the second quarter,	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, (1/24) the campus PTA will meet on a monthly basis. Parent meeting participation will increase to 15	Choose One	
PE-2	By the end of the second quarter, 50% of campus instructional leaders will be consistently offering ongoing training and support. This stage will involve	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

2.2 – Third Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

Third Quarterly Review

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of quarter III (3/28) our attendance average for the campus will increase by an additional 3%	Choose One	
DE-2	By the end of the third quarter, we will increase student participation in parent/ student college events by 10%. As evidenced by sign-in sheets	Choose One	
DE-3	By the end of the third quarter, we will increase student/family participation in college fair by 10% as evidenced by sign-in sheets	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, Organize at least one college and career fair for underclassmen. By the end of quarter III (3/28)	Choose One	
SL-2	By the end of the third quarter, By the end of quarter III (3/28) all contents will increase Meets by 2% on their EOC simulation	Choose One	
SL-3	By the end of the third quarter,	Choose One	
SL-4	By the end of quarter III (3/28), 15% of students will meet state/national assessments standards	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of quarter III (3/28) the school will provide student-led oral announcements 3 of the 5 days of the week and visual announcements 1 day of	Choose One	
PP-2	By the end of the third quarter,	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, (3/28) the campus PTA will be meet on a monthly basis and begin to include booster club participation. Parent meeting participation	Choose One	
PE-2	By the end of the third quarter, 75% of campus instructional leaders will be actively engaged in providing regular training and support. The emphasis during this period	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

Fourth Quarterly Review

2.2 – Fourth Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of quarter IV (5/15) our attendance average for the campus will increase by 3%, to reach a minimum for the 2024-2025 school year of 90%	Choose One	
DE-2	By the end of the fourth quarter, we will increase student participation in parent/student college events by 10%. As evidenced by sign-in sheets	Choose One	
DE-3	By the end of the fourth quarter, we will increase student college bridge participation by 100% as evidenced by Texas College Bridge Reports	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, 85% of students have completed their schoollinks scope and sequence activities IV (5/15)	Choose One	
SL-2	By the end of the fourth quarter, By the end of quarter IV (5/15) all contents will increase Meets by 1% on their EOC	Choose One	
SL-3	By the end of the fourth quarter,	Choose One	
SL-4	By the end of quarter IV (5/15), 20% of students will meet state/national assessments standards	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of quarter IV (5/15) the school will provide student-led oral announcements the school will provide student-led oral announcements 3 of the 5	Choose One	
PP-2	By the end of the fourth quarter,	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, (5/15) the campus PTA will be meet on a monthly basis and include booster club participation consistently. Parent meeting	Choose One	
PE-2	By the end of the fourth quarter, 100% of campus instructional leaders will be consistently providing ongoing training and support to teachers. This will ensure all	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

3.1 - Annual Summative Assessment
The CAC will use artifacts and data to evaluate all Performance Objectives.

Annual Summative Review

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the 2024-2025 school year student attendance will increase from 78% to 90%	Choose One	
DE-2	By the end of the 2024-2025 school year we will Increase seniors being accepted to a 4 year college from 28% to 48%. PS DE-2	Choose One	
DE-3	By the end of the year we will Increase College, Career, or Military Ready from 60% to 85% for African Americans. PS DE-3	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, Increase the CCMR readiness rate for freshmen to 10% sophomores to 20% and juniors to 30%, within the next academic year through the	Choose One	
SL-2	By the end of the year, May 2025, 33% of English I testers, 43% of English II testers, 12% of Algebra I testers, 57% of US History testers, and 33% of Biology	Choose One	
SL-3	By the end of the year,	Choose One	
SL-4	By the end of the 2024-2025 school year, 20% of students who test will meet national and/or state standards in college readiness exams.	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, We will create a team to ensure effective communication through announcements at least 3 out of 5 days including oral and visual	Choose One	
PP-2	By the end of the year,	Choose One	
PP-3	By the end of the year,	Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year we will Increase by 18% staff perceptions that the campus has established systems that ensure families are well-informed about the campus	Choose One	
PE-2	By the end of the year, 100% campus instructional leaders will consistently provide ongoing training and support for teachers in effectively using high-quality	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

Committee Members
Listed below are the members who were part of developing the Campus Improvement Plan

Name	Role	Name	Role
Dr. Penny Pruitt	Principal		
Myraida Santana Morales	Assistant Principal		
Catalina Alicea La LLave			
Nathaniel Bueno	Student		
Priscilla Bueno	Parent		
Kenze	Student		

Committee Members

Assurances and Approval Information

Principal Supervisor Assurance

As Principal Supervisor for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

Campus Principal Assurance

As principal for this campus, I will coordinate with my Principal Supervisor to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
Highlands High School	15907- 005

Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Shawn Byrd

Principal	SAISD Board Approval Date
Dr. Penny Pruitt	

Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Data Tables

District Purchases

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be "pushed in" into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.

Compliance Checklist

Federally Required Strategies – Do we have strategies that address -

At-Risk Support		Support for Special Populations		Parent & Family Engagement	X	Students Not On Grade Level	
Recruiting/Retaining Teachers	X	Violence Prevention/Intervention		Professional Development	X	Dropout Prevention (Secondary)	
Physical Activity		Social and Emotional Support		Student Attendance	X	Transition PK to K	
Quality of Learning Environment		CCMR - Secondary		MTSS – Behavioral Interventions	X	Federally Funded Staff	

Equitable Availability of the Campus Improvement Plan to Parents		Equitable Availability of the School-Parent Compact to Parents	
Physical Locations of the Plan	SAISD Website- Attendance office	Physical Locations of the Compact	FACE SPECIALIST OFFICE
Languages Available	English & Spanish	Languages Available	SPANISH/ENGLISH
URL to Online Version		URL to Online Version	

Equitable Availability of Parent-Family Engagement Policy to Parents		
Physical Locations of the Policy		How and When was the PFE Policy Distributed
Languages Available		
URL to Online Version		

Title I Campus Program Requirements

Title I Campus Program Requirements		
Federally Required Strategies - Do we have strategies that address:	**Equitable Availability of the Campus Improvement Plan to Parents**	
☐ At-Risk Support	Physical Locations of the Plan	Front Office
☐ CCMR - Secondary	Languages Available	English
☑ Dropout Prevention (Secondary)	URL to Online Version	
☐ Federally Funded Staff	**Equitable Availability of Parent-Family Engagement Policy to Parents**	
☐ MTSS – Behavioral Interventions	Physical Locations of the Policy	
☑ Parent & Family Engagement	Languages Available	
☐ Physical Activity	URL to Online Version	
☐ Professional Development	**Equitable Availability of the School-Parent Compact to Parents**	
☐ Quality of Learning Environment	Physical Locations of the Compact	
☑ Recruiting/Retaining Teachers	Languages Available	
☐ Social and Emotional Support	URL to Online Version	
☑ Student Attendance	**How and When was the PFE Policy & School-Parent Compact Distributed**	

How and When was the PFE Policy & School-Parent Compact Distributed			
Method	Date	Method	Date
☑ Students Not On Grade Level			
☐ Support for Special Populations			
☐ Transition PK to K			
☐ Violence Prevention/Intervention			

		Title I Compliance Documentation and Submissions		
		Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)		
	Action	**Documentation**	**CIP Location / Upload Location**	**Done**
	Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	**CIP - CNA Process**	X
		Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
		All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
		All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
		The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	**CIP - Quality Checklist**	
		Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	**Google Shared Folder**	
	Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
		All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	**CIP - Summative Review**	
		Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
		All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
		Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)		
	PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature	**Google Shared Folder**	
	PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	
		Dated agenda and minutes from the meeting documenting discussion and decisions		
		All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
		Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)		
	Documentation	**Description**	**CIP Location / Upload Location**	**Done**
	PFE Distribution	Answered how and when was your PFE Policy distributed	**CIP - Quality Checklist**	
	PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
	PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	**Google Shared Folder**	
		School-Parent-Compact (ESSA Sec. 1116(d)		
	School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), has the principal's initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	**Google Shared Folder**	
		PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	**CIP - Quality Checklist**	
	School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	
		Dated agenda and minutes from the meeting documenting discussion and decisions		
		All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
		Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))		
	Title I Meetings	Dated invitations/notices of a minimum of 2 meetings		
		Presentation/Slide Deck and agendas for both meetings		
		CIP was presented to parents & families during Title I meeting presentation as noted on agenda		

		Campus Parents Right to Know information was included in Title I meeting presentation/slide deck	**Google Shared Folder**	
		Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
Staff Training: Value & Utility of Parents		**Presentation/Slide Deck and agenda**		
		All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		