



# Campus Improvement Plan

## 2023-2024



**HIGHLANDS HIGH SCHOOL**

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## **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 5 Year Board Goals

- 1. 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.
- 2. 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.
- 3. 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.
- 4. Improve Social Emotional Readiness in all Students** - Improve social emotional readiness in all students: Increase by 25% the percentage of all students who meet the 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 state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
<b>Meeting #1</b>  04/05/23	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.
<b>Meeting #2</b>  05/17/23	The Campus Advisory Committee reviewed the SWOT Analysis themes to guide the decisions for the 2023-2024 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 2022-2023 school year did not result in an improvement in teacher satisfaction, and the turnover rates are higher than anticipated. However, despite this, the campus has decided to continue with the same goals and refine their actions. It is important to address the challenges faced in the educational setting, such as high 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 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.



**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.

**Demographics (Minimum 2 Areas)**

Area Examined	Data Sources	Problem Statements and Root Causes	
Attendance	<a href="#">BI Platform</a>	<b>PS DE-1</b>	Our attendance average for 2022-2023 was approximately 79% for the year.
		<b>RC DE-1 (1.1d)</b>	The campus instructional leaders do not meet consistently on a weekly basis to focus on student progress and formative data.
	<a href="#">Class of 2023 Postsecondary Statistics</a>	<b>PS DE-2</b>	28% of seniors were accepted to a 4 year college.
		<b>RC DE-2 (3.4b)</b>	The campuses systems are not in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way.
Student Data	<a href="#">TAPR</a>	<b>PS DE-3</b>	In 2021-2022, only 60% of African Americans were College, Career, or Military Ready compared to 77.4% of Hispanics and 90% of Whites.
		<b>RC DE-3 (3.1b)</b>	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.
		<b>PS DE-4</b>	
		<b>RC DE-4</b>	
<b>Data Determinations</b>	Population: 1499 9th Grade - 525; 10th grade - 350; 11th grade - 329; 12th grade - 295 Female - 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 monthly meetings  Offer AP/DL/DC courses Academic Deans for Core Areas to focus on Instruction, coaching, and campus instructional initiatives Student Engagement Facilitator proactive to court referrals  District Personnel visits our campus regularly to monitor academic performance		

**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	Data Sources	Problem Statements and Root Causes	
	Frontline	PS SL-1	Approximately 53% of students failed one or more classes during the first semester.
		RC SL-1	The campus does not consistently use a corrective instruction action planning 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. <b>(5.3b)</b>
	<a href="#">Cambium</a>	PS SL-2	In 2022-2023: 31% of RLA testers, 27% of Algebra testers, 52% of US History testers, and 32% of Biology testers achieved Meets on the EOC assessments.
		RC SL-2	The campus does not consistently provide training and ongoing support so that teachers effectively use high- quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. <b>(5.1b)</b>
	Campus Data	PS SL-3	Approximately 60% of students met national and/or state standards in reading and math on college readiness exams.
		RC SL-3	The campus does not consistently use a corrective instruction action planning 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. <b>(4.1a)</b>
<b>Data Determinations</b>	<p>EOC May 2022 Administration Preliminary Scores: ALG - 54% Approaches; 20% Meets; 9% Masters ENG 1 and 2 - 39% Approaches; 21% Meets; 1% Masters BIO - 53% Approaches; 20% Meets; 3% Masters USHist - 72% Projected Rating: B CCMR Rate for Accountability - 77% Graduation Rate for Accountability - 90.6% Attendance 79%</p> <p>Semester 1 Failure Rates:</p> <p>9th - 61% (SPED 63%) 10th - 54% (SPED 48%) 11th - 53% (SPED 50%) 12th - 54% (SPED 34%) Loss of .5 Teacher Allocation for ESL Student Data Trackers used in Core Area subjects Teacher communication at each semester to notify parents of course failures LOTE Mastery TEKS ranged from 65% to 69% Students had technology for instruction Instructional lessons and materials presented in person and available on Canvas Owl Time used to target intervention groups for Math/ELA HB4545 Intervention Progress Monitoring in Branching Minds Top 10% students visited college campuses for 9th and 10th grade Highlands Owls Awards for Students</p>		



### 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 and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
	<a href="#">CAC SWOT Analysis</a> <a href="#">BI Platform</a>	<b>PS</b> <b>PP-1</b>	60% of students with discipline referrals were not addressed by administration.
		<b>RC</b> <b>PP-1</b>	The campuses data systems do not exist to track all discipline referrals, the data is not regularly reviewed to identify trends and adapt accordingly. <b>(3.2d)</b>
	<a href="#">TAPR Report 2021-2022</a> TAPR Report 2020-2021 TAPR Report 2019-2020	<b>PS</b> <b>PP-2</b>	According to 2022 TAPR, 54% of our teachers have 0-5 years of experience. This has been a trend for the last 3 years (TAPR 2021 at 52.6% TAPR 2020 at 42.3%).
		<b>RC</b> <b>PP-2</b>	The campus leaders have not consistently implement targeted and personalized strategies to retain high-performing staff. <b>(2.1C)</b>
		<b>PS</b> <b>PP-3</b>	
		<b>RC</b> <b>PP-3</b>	
		<b>PS</b> <b>PP-4</b>	
		<b>RC</b> <b>PP-4</b>	
<b>Data Determinations</b>	Academic Deans focus on Core Instruction LPAC duty for Assistant Principal 504 Duties for Counselors TTESS Rubric to show how teachers can increase in each indicator TSI intervention pull outs ACT/SAT/TSI prep through Math warm ups Implemented 7 Steps for Differentiation Use of Student Data Trackers and Zone Charts  <u>Insight Survey:</u> Increased participation by 1% from last year Leadership Indicator went down in all areas focusing on confidence in leadership. The only areas that increased were 1. notifying teachers they are high performing; 2. made resources available 3. recognized accomplishments publicly 4. sought input from families.  Campus PD presented by teachers CLT led by teachers, administration was facilitators Calibrated Walkthroughs Master Schedule contains PLC time for Core Areas Restorative Justice used for discipline  New implementation of student awards. Implementation of Lunch and Learn. Use of SWOT analysis for different areas of the campus . Weekly Department Chair Meetings. Weekly Cabinet Meetings. Weekly Administrator Meetings		

<b>ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment</b> The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
<b>Perceptions (Minimum 2 Areas)</b>			
<b>Area Examined</b>	<b>Data Sources</b>	<b>Problem Statements and Root Causes</b>	
	<a href="#">2022 Insight Survey</a>	<b>PS PE-1</b>	In 2021-2022, only 56% of staff in the insight survey agree that the campus has established systems that ensure families are well-informed about the school.
		<b>RC PE-1</b>	The campus does not have a system in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way. <b>(3.4a)</b>
	SWOT Analysis	<b>PS PE-2</b>	100% of the staff on the CAC agree that there is insufficient opportunities to support new teachers and peers through learning walks.
		<b>RC PE-2</b>	The campus instructional leaders do not consistently provide ongoing training and support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. <b>(5.1b)</b>
		<b>PS PE-3</b>	
		<b>RC PE-3</b>	
		<b>PS PE-4</b>	
		<b>RC PE-4</b>	
<b>Data Determinations</b>	Target Improvement Plan to address campus goals and action plan. SWOT analysis. CLT led by teachers - Mr. Hid facilitates. Teachers provide campus PD. PD focused around campus goals. Administration is visible at all campus events. Partnerships: Communities in School, JOVEN Youth Program; Upward Bound, SA Councilwoman. Parent meeting for Title 1 components and Revision  Teachers are vocal about their needs - they share concerns with CLT and Dept Chairs who in turn share with Principal. Parents are welcome to meet with administration/counselors/FACE Specialists/Teachers to provide feedback and share concerns. Students feel safe at campus. Students provide administration feedback on how to increase campus culture. STUCO participation in campus feedback. Participation from Booster Clubs		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Demographics</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	Goal 4	By the end of the 2023-2024 school year student attendance will increase from 79% to 90% PS DE-1	Provide campus equipment to limit students leaving campus throughout the day. <ul style="list-style-type: none"> <li>• (HHS) Purchase a riding mobile cart to limit the amount of students that leave campus on the daily without checking out of the front office.</li> <li>• Provide additional radios for our support staff to assist with communicating when students are not in their classrooms.</li> <li>• Purchase the Smart Pass System for safety measures to monitor when students arrive late to the campus. exterior of the campus and surrounding areas to ensure students are not leaving campus and are reporting to class.</li> <li>• Purchase an ID printer with student barcode to check students in.</li> <li>• Retention Specialist extra hours beyond workday.</li> </ul>	Administration; Retention Specialist; FACE Specialists; Attendance Clerk	164-11-6399-65-00-005-30-000
		<b>Quarterly KPIs</b>	By the end of Quarter I student attendance will increase 79 to 82 % reflecting our FRONTLINE ATTENDANCE DATA REPORT. As evidenced by attendance committee meetings and Smart Pass System weekly Reports. By the end of Quarter II student attendance will increase by 90% As evidenced by attendance committee meetings and Smartpass Systems weekly Reports. By the end of Quarter III student attendance will maintain an average 90% reflecting our FRONTLINE ATTENDANCE DATA REPORT. As evidenced by attendance committee meetings and Smart Pass System weekly Reports. By the end of Quarter IV student attendance will maintain an average 90% to 100% reflecting our FRONTLINE ATTENDANCE DATA REPORT. As evidenced by attendance committee meetings and Smart Pass System weekly Reports.		
DE-2	Goal 3	By the end of the 2023-2024 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. <ul style="list-style-type: none"> <li>• Host a fall and spring college night for seniors.</li> <li>• Conduct quarterly meetings with seniors and parents to promote 4-year college attendance.</li> <li>• Walk our students and family through the process of applying for financial aid, and college applications.</li> <li>• College Awareness Wednesdays to promote college culture.</li> </ul>	Counselors; College Bound Advisors; Academic Deans; Administration;	
		<b>Quarterly KPIs</b>	By the end of Quarter I we will promote spring college night for seniors with 50% of our seniors participating. As evidenced by sign-in sheets. By the end of Quarter II we will increase student participation in college night for seniors by 10%.As evidenced by sign-in sheets. By the end of Quarter III we will increase student participation in parent/ student college events by 10%. As evidenced by sign-in sheets. By the end of Quarter IV we will increase student participation in parent/student college events by 10%. As evidenced by sign-in sheets.		
DE-3	Goal 3	By the end of the year we will increase College, Career, or Military Readiness from 60% to 85% for African Americans. PS DE-3	Provide various opportunities to our African American students, Hispanic Heritage and their families to learn about the opportunities within our community. <ul style="list-style-type: none"> <li>• Host Fall/Spring college fair for African American students and their parents.</li> <li>• Participate in HBCU campus visits.</li> <li>• Collaborate with the (BSU) Black Student Union Sponsor to visit St. Philip's College.</li> <li>• Develop goals with students and their families and share the resources available</li> <li>• Educational Field Trips</li> <li>• Counseling substitute support to ensure we increase college and career readiness.</li> </ul>	Counselors; College Bound Advisors; Academic Deans; Administration;	211-11-6412-00-005-30-000  \$1000.00  282-31-6118-01-005-99-S91 \$302.00 daily rate
		<b>Quarterly KPIs</b>	By the end of Quarter I 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 Quarter II 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 Quarter III we will increase student/family participation in college fair by 10% as evidenced by sign-in sheets. By the end of Quarter IV we will increase student college bridge participation by 100% as evidenced by Texas College Bridge Reports.		
DE-4	Goal 3				
		<b>Quarterly KPIs</b>			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Student Learning</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1		By the end of the year we will decrease student failure rates by 10% for each Quarterly review based on nine weeks teacher failure reports.  Student Learning PS 1	Strategic Planning to develop tutorials, assemblies, and <ul style="list-style-type: none"> <li>• Provide after school tutorials and communicate by using parent forums.</li> <li>• Create student assemblies every nine weeks.</li> <li>• Collaborate and create attendance initiatives.</li> <li>• Teacher/ Parent Communication Logs.</li> <li>• Teachers will use Progress Monitoring effectively.</li> <li>• Teachers will use Student Grade Check Forms.</li> <li>• Teachers will identify student failure rates during the 3 week progress report.</li> <li>• Teacher will create goals and intervention plans for students that are failing.</li> </ul>	Administration	Extra Duty 211-11-6118-24-00 5-30-000 \$24,000.00
		<b>Quarterly KPIs</b>	By the end of Quarter I student failure rates will decrease student failure rate from 53% to 43%. As evidenced by Teacher Failure data . By the end of Quarter II student failure rates will decrease student failure rate from 43% to 33% As evidenced by Teacher failure data By the end of Quarter III student failure rates will decrease student failure rate from 33% to 23% As evidenced by Teacher failure data. By the end of Quarter IV student failure rates will decrease student failure rate from 23% to 33% As evidenced by Teacher failure data.		
SL-2	Goal 3	By the end of the year we will increase student achievement by 10% across all content areas based on EOY assessments.  Student Learning PS 2 PS 3	Daily use of high-quality strategies aligned to instructional planning calendars and interim and formative assessments. <ul style="list-style-type: none"> <li>• Beginning and end of 9 weeks formal assessments.</li> <li>• Daily use of Academic Discourse and Kagan Strategies.</li> <li>• Collaboration with campus leadership team to develop Professional Development to ensure teachers improve their teaching techniques.</li> <li>• Supplies, material and technology in all content areas.</li> <li>• Technology for Dual Credit students</li> <li>• Provide teachers with substitutes so that they can participate in campus learning walks.</li> <li>• Provide teachers with substitutes so that they can effectively have planning days so that they can plan cross-curricular lessons. (ESF 1.1)</li> </ul>	Administration, Academic Deans, Campus Leadership Team, Teachers	282-11-6399-00-00 5-11-R29 \$16,500.00  211-11-6399-27-00 5-30-000 \$30,000.00  164-11-6399-40-00 5-30-000 \$11,000.00
		<b>Quarterly KPIs</b>	By the end of Quarter I we will increase each student achievement score by 10 % as evidenced by 9 weeks pre and post assessment data. By the end of Quarter II we will increase each student achievement score by 10 % as evidenced by 9 weeks pre and post assessments data. By the end of Quarter III we will increase each student achievement score by 10 % as evidenced by 9 weeks pre and post assessments data. By the end of Quarter IV we will increase each student achievement score by 10 % as evidenced by 9 weeks pre and post assessments.data.		
SL-3	Goal 3	By the end of the year we will Increase student achievement from 60% to 80% in reading and math on college readiness exams.	Develop a tutoring calendar for the 2023-2024 school year. <ul style="list-style-type: none"> <li>• Provide students with PSAT/SAT/ACT/TSI bootcamps and instructional.</li> <li>• Contract Mr. Singh to provide nine tutoring sessions for TSI testing.</li> <li>• Library supplies and reading materials to enforce the necessary skills needed to become proficient.</li> <li>• Add a section to the parent newsletter for the word of the week for ACT/SAT.</li> <li>• Provide teachers and campus administrators Professional Development opportunities to increase student reading and math scores</li> <li>• Provide campus administrators opportunities to share innovative practices, network with peers, and gain fresh insights to implement at our campus.</li> </ul>	Campus Leadership Team, Teachers	211-11-6299-00-00 5-30-000 \$9250.00 211-12-6329-00-00 5-30-000 \$2000.00 Travel 211-23-6411-00-00 5-30-000 \$4000.00

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Processes and Programs</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		By the end of the year we will address all discipline referrals that were not addressed by administration from 60% to 0%.	A campus assistant administrator will have the responsibility to address discipline referrals. <ul style="list-style-type: none"> <li>The campus will use frontline for discipline referrals.</li> <li>Teachers will be trained on how to create discipline referrals.</li> </ul>	Administrator	
		<b>Quarterly KPIs</b>	By the end of Quarter I all discipline referrals as evidenced by Frontline discipline referral reports. By the end of Quarter II all discipline referrals as evidenced by Frontline discipline referral reports. By the end of Quarter III all discipline referrals as evidenced by Frontline discipline referral reports. By the end of Quarter IV all discipline referrals as evidenced by Frontline discipline referral reports.		
PP-2		By the end of the year we will increase teacher retention by 10% based on the TAPR Report 2021-2022.	Develop team building opportunities, monthly faculty meetings, celebrations, acknowledgements that ensures the vision for the year is being met while building faculty moral. <ul style="list-style-type: none"> <li>Each campus administrator will vote on the teachers of the month to select two teachers and one support staff to present them with a certificate and an OAR representing “All Hands on Deck.”</li> <li>Create an opportunity to have a Teacher Retreat prior to the 2023-2024 school year to begin developing the vision “All hands on Deck.”</li> <li>Provide an onboarding process for new and beginning teachers on Campus.</li> <li>Create a Q&amp;A resource book for new and beginning teachers</li> </ul>	Campus Leadership Team	
		<b>Quarterly KPIs</b>	By the end of Quarter I 100% of the new teachers will have an assigned mentor as evidenced by Mentor/New Teacher List By the end of Quarter II 100% participation of new teacher/mentor meetings as evidenced by Sign In sheet. By the end of Quarter III Campus Survey from the beginning of the year will have a 10% increase in teacher satisfaction. By the end of Quarter IV the Campus resignations will decrease by 10%		
PP-3	Goal 3	By the end of the year we will increase student participation in the fine arts program by 25%.	Recruit students to join the fine arts programs. <ul style="list-style-type: none"> <li>Purchase the necessary equipment/instructional materials to facilitate the increase in student participation.</li> </ul>	Administration, Academic Deans, Campus Leadership Team, Teachers	282-11-6399-00-00 5-11-R29 \$16,500.00
		<b>Quarterly KPIs</b>	By the end of Quarter I we will increase student participation in the fine arts program by 5% By the end of Quarter II we will increase student participation in the fine arts program by 10% By the end of Quarter III we will increase student participation in the fine arts program by 15% By the end of Quarter IV we will increase student participation in the fine arts program by 25%		
PP-4					
		<b>Quarterly KPIs</b>			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Perceptions</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	Goal 3	By the end of the year we will increase by 10% staff perceptions that the campus has established systems that ensure families are well-informed about the campus happenings.	Develop parent communications with the use of the campus website, social media, and school messenger. <ul style="list-style-type: none"> <li>Consistently create the weekly newsletter for the parents and community.</li> <li>Consistently invite parents and send reminders on campus events.</li> <li>Open house parent invite and share the campus happenings.</li> </ul>	Campus Leadership Team	211-61-6499-01-00 5-30-000/Refreshments/\$5739.00
		<b>Quarterly KPIs</b>	By the end of Quarter I the campus communication perception will positively increase by 2%. as evidenced by the campus Quarterly survey. By the end of Quarter II the campus communication perception will positively increase by 2%. as evidenced by the campus Quarterly survey. By the end of Quarter III the campus communication perception will positively increase by 2% as evidenced by the campus Quarterly survey. By the end of Quarter IV the campus communication perception will positively increase by 2% as evidenced by the campus Quarterly survey.		211-61-6399-01-00 5-30-000 Supplies & material
PE-2		By the end of the year we will decrease by 10% the perception of the CAC that there is insufficient opportunities to support new teachers and peers through learning walks.	Collaborate with the new teachers and new employee district team to develop the campus onboarding at Highlands. <ul style="list-style-type: none"> <li>Ensure each new teacher participates in the mentoring program.</li> <li>Collaborate with the mentors to ensure new teachers are supported throughout the school year.</li> <li>Develop a timeline so that mentors can help teachers with the expectations of the campus such as frontline, branching minds, and performance matters.</li> <li>Develop professional development based on the new teachers and employees needs on our campus.</li> </ul>	Campus Leadership Team	211-23-6411-00-00 5-30-222 \$4000.00
		<b>Quarterly KPIs</b>	By the end of Quarter I the campus opportunities perception will decrease by 2% as evidenced by the campus Quarterly survey. By the end of Quarter II the campus opportunities perception will decrease by 2% as evidenced by the campus Quarterly survey. By the end of Quarter III the campus opportunities perception will decrease by 2% as evidenced by the campus Quarterly survey. By the end of Quarter IV the campus opportunities perception will decrease by 2% as evidenced by the campus Quarterly survey.		
PE-3					
		<b>Quarterly KPIs</b>			
PE-4					
		<b>Quarterly KPIs</b>			



**2.2 – First Quarterly Review Meeting November 29th**  
 The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of Quarter I student attendance will increase by 10% reflecting our FRONTLINE ATTENDANCE DATA REPORT. As evidenced by attendance committee meetings and Smart Pass System weekly Reports.	GP	On 10/12/23 the attendance rate was 82%. Freshmen attendance remains the lowest.
DE-2	By the end of Quarter I we will promote spring college night for juniors and seniors with 50% of our juniors participating. As evidenced by sign-in sheets.	NP	Promotion for the spring college fair has not begun. Counselors and senior and junior administrators will coordinate with the CBAs to begin this process.
DE-3	By the end of Quarter I we will host a CCMR fair for African American students and their parents. As evidenced by Flyers, and school messenger reports.	NP	CCMR fair has not been held. Coordinate with BSU/PTECH/CTE/CBAs/Counselors to develop.
SL-1	By the end of Quarter I student failure rates will decrease student failure rate from 53% to 43%. As evidenced by Teacher Failure data. .	GP	At the end of the Quarter 1, 46% of students failed at least one class. Freshman had a 55% failure rate and seniors 32%.
SL-3	By the end of Quarter I we will increase student achievement score by 5 % as evidenced by 9 weeks pre and post assessment data.	NR	English I CBA Approaches/Meets/Masters – 56.96%; 39.95%; 3.09% (SPED – 29.79%; 10.64%; 0%) English II CBA Approaches/Meets/Masters – 64%; 47%; 1.55% (SPED – 28.57% 8.93%; 1.79%; EB 44%; 28%; 2%) Algebra I CBA Approaches/Meets/Masters – 39.49%; 2.94%; .84% (SPED – 8.57%; EB 33.33%; 3.92%; 1.96%) US History CBA Approaches/Meets/Masters – 59.6%; 19.1%; 4.46% (SPED – 25%; EB 41%) Biology – 86.84%; 46.05%; 7.89% (SPED 100%; 50% EB – 100%; 50%) Growth cannot be determined until 2nd quarter CBA/semester exams are given.
PP-1	By the end of Quarter I all discipline referrals as evidenced by Frontline discipline referral reports.	MT	100% of discipline incidents referred to administration in Frontline have been recorded and addressed.
PP-2	By the end of Quarter I 100% of the new teachers will have an assigned mentor as evidenced by Mentor/New Teacher List	MT	100% of new teachers have been assigned a mentor and monthly meetings are conducted to support new teachers.
PE-1	By the end of Quarter I the campus communication perception will positively increase by 2%. as evidenced by the campus Quarterly survey.	NR	

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

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-2	By the end of Quarter I the campus opportunities perception will decrease by 2% as evidenced by the campus Quarterly survey.	NR	
PP-3	By the end of Quarter I we will increase student participation in the fine arts program.	MT	Increased from 1070 on 8/15 to 1396 on 10/13 – Increase of 30%

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

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE- 1	By the end of Quarter II student attendance will increase by 90% As evidenced by attendance committee meetings and Smartpass Systems weekly Reports.	GP	The Smart Pass system is on order. The attendance is currently 81% which is an increase from 2022-2023 EOY rate of 78%.
DE-2	By the end of Quarter II we will increase student participation in college night for seniors by 10%.As evidenced by sign-in sheets.	NP	No progress was made due to the FAFSA website not being available.
DE-3	By the end of Quarter II we will promote an HBCU campus visit and analyze student college bridge completion percentages. As evidence by Texas College Bridge Reports.	GP	Students visited St. Philip's College on 01/31. Seniors are now being enrolled in Texas College Bridge English and Math in large numbers.
SL-1	By the end of Quarter II student failure rates will decrease student failure rate from 43% to 33% As evidenced by Teacher failure data	NP	<b>Total</b> 133 (0%)    947 (1%-50%)    911 (50%-64%)    236 (65%-69%) <b>2,227</b>
SL-3	By the end of Quarter II we will increase each student achievement score by 10 % as evidenced by 9 weeks pre and post assessments data.	GP	Semester Exam Scores: 9th RLA – 66.57%Approaches; 49.4% Meets; 6.02% Masters; 10th RLA – 70.16% Approaches; 45.08% Meets; .32% Masters; Algebra – 22.41% Approaches; 1.72% Meets; 0% Masters; Biology – 47.57% Approaches; 14.08% Meets; .49% Masters; U.S. History – 59.57% Approaches; 19.13% Meets; 4.35% Masters
	By the end of Quarter II we will increase student achievement score by 5% as evidenced by December/Cambium Interim Scores.	NP	Dec. EOC: RLA 17% Approaches; 9% Meets; Algebra I – 30% Approaches; 1% Meets; Biology – 53% Approaches; 1% Meets; U.S. History – 50% Approaches; 13% Meets; 3% Masters
	By the end of Quarter II all discipline referrals as evidenced by Frontline discipline referral reports.	SP	95% of Referrals have been processed.
	By the end of Quarter II 100% participation of new teacher/mentor meetings as evidenced by SIgn In sheet.	GP	Data pending district BT support.
	By the end of Quarter II the campus communication perception will positively increase by 2%. as evidenced by the campus Quarterly survey.	GP	Quarter Survey is pending.
	By the end of Quarter II the campus opportunities perception will decrease by 2% as evidenced by the campus Quarterly survey.	GP	Pending quarterly survey

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

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-2	By the end of Quarter II the campus opportunities perception will decrease by 2% as evidenced by the campus Quarterly survey.	NR	
PP-3	By the end of Quarter II we will increase student participation in the fine arts program.	MT	See Quarter I.

Quarter 3 Formative Review

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

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of Quarter III student attendance will maintain an average 90% reflecting our FRONTLINE ATTENDANCE DATA REPORT. As evidenced by attendance committee meetings and Smart Pass System weekly Reports.	GP	Current average attendance is: 79% 9th – 72% 10th – 80% 11th – 84% 12th – 85% The Smart Pass system is expected to arrive by May 1, 2024.
DE-2	By the end of Quarter II we will increase student participation in parent/ student college events by 10%. As evidenced by sign-in sheets.	NP	No college/FAFSA nights were held due to the delay of the FAFSA website.
DE-3	By the end of Quarter III we will increase student/family participation in college fair by 10% as evidenced by <a href="#">sign-in sheets</a> .	GP	FAFSA/College Fair 03/26/24 – 36 in attendance <a href="#">FAFSA Night 01/16/24 – 15</a>
SL-1	By the end of Quarter III student failure rates will decrease <a href="#">student failure rate</a> from 33% to 23% As evidenced by Teacher failure data.	SP	1st 9 Weeks: 248 students failed 700 courses (17% failure rate) (1502 students) 2nd 9 Weeks: 380 students failed 1130 courses (26% failure rate) (1489 students) 3rd 9 Weeks: 361 students failed 1095 courses (25% failure rate) (1450 students)
SL-2	By the end of Quarter III we will increase each student achievement score by 10 % as evidenced by 9 weeks pre and post assessments data.	GP	214 Juniors took the <a href="#">SAT</a> in March. The average score was 799 (District average is 839; state is 942; national 951); 28 students earned a score of 1000 or higher; 10 earned a score of 1100 or higher; 6 earned a score of 1200 or higher; 3 earned a score over 1300. Students in the SAT review class scored an average of 1040 and saw their scores increase from September 110 points and from the November test by 60 points.
SL3	By the end of Quarter III we will increase student passing score by 5% as evidenced by Pre and Post 9 weeks assessment.		
PP-1	By the end of Quarter III all discipline referrals as evidenced by <a href="#">Frontline discipline referral reports</a> .	MT	Recorded Action Totals: Number of Incidents: 280 Number of Students: 193 Number of Actions: 349

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

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
	By the end of Quarter IV student attendance will maintain an average 90% to 100% reflecting our FRONTLINE ATTENDANCE DATA REPORT. As evidenced by attendance committee meetings and Smart Pass System weekly Reports.		
	By the end of Quarter IV we will increase student participation in parent/student college events by 10%. As evidenced by sign-in sheets.		
	By the end of Quarter IV we will increase student college bridge participation by 100% as evidenced by Texas College Bridge Reports.		
	By the end of Quarter IV student failure rates will decrease student failure rate from 23% to 33% As evidenced by Teacher failure data.		
	By the end of Quarter IV we will increase each student achievement score by 10 % as evidenced by 9 weeks pre and post assessments.data.		
	By the end of Quarter IV we will increase student achievement score by 5% as evidenced by April EOC Scores.		
	By the end of Quarter IV all discipline referrals as evidenced by Frontline discipline referral reports.		
	By the end of Quarter IV the Campus resignations will decrease by 10%		
	By the end of Quarter IV the campus communication perception will positively increase by 2% as evidenced by the campus Quarterly survey.		
	By the end of Quarter IV the campus opportunities perception will decrease by 2% as evidenced by the campus Quarterly survey.		





## Committee Members

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

Name	Role	Name	Role
Myraida Santana Moraes	CIP POC		
Dr. Penny Pruitt	Campus Principal		
Tracy Guadarrama	Teacher		
Elizabeth Thomas	Teacher		
Erika Cruz	Teacher		
Bry-Alika Rideb	Teacher		
Rachel Alvarado	Teacher		
Marissa Holguin	Teacher		
James Sepulveda	Parent		
Linda Sepulveda	Parent		
Susan Melendez	Counselor		
Margarita McCall	Parent		
Catalina Alicea	Teacher		
Valeria Vallejo	Teacher		
Manuel Valdez	teacher		
Celeste Lozano	Teacher		
Rachel Alvarado	Teacher		
Christopher Wynder	Teacher		
Celestine Gaitan	Paraprofessional		
Rebecca Curren	Paraprofessional		
Claudia Ruiz	Teacher		

## Assurances and Approval Information

### Assistant Superintendent Assurance

As Assistant Superintendent 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 Assistant Superintendent 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. JULIO GARCIA
Principal	SAISD Board Approval Date
DR. PENNY PRUITT	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
October 18th	September 20th

### 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.

Always Learning GPS		Problem Statement & Root Cause			
#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount

## Campus Improvement Plan Quality Checklist

### Comprehensive Needs Assessment - Problem Statements and Root Causes

All are based on the analysis of data and we have listed all sources.		All are based on the success criteria of the ESF.	
All are based on issues that the campus can control and improve on.		All talk to adult systems and behaviors.	

### Improvement Plan – Performance Objectives

All are in SMART format		All are tied to at least one problem statement.	
All are measured by a data source.			

### Improvement Plan – Strategies

All are in BEST format.		All strategies are targeted to eliminate at least one root cause.	
All are measured by quarterly KPI outcomes.		Entire plan has been checked for spelling and grammar.	

### Federally Required Strategies – Do we have strategies that address -

Accelerated Learning		Support for Special Populations		Parent & Family Engagement		Students Not On Grade Level	
Recruiting/Retaining Teachers		Violence Prevention/Intervention		Professional Development		Dropout Prevention / Enrollment	
Physical Activity		Social and Emotional Support		Student Attendance		Transition PK to Elementary	
Quality of Learning Environment		CCMR - Secondary		MTSS – Behavioral Interventions			

#### Equitable Availability of the Campus Improvement Plan to Parents

Physical Locations of the Plan	Website/ Principal's office
Languages Available	English and Spanish
URL to Online Version	

#### Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	FACE Office
Languages Available	English and Spanish
URL to Online Version	<a href="#">English/Spanish</a>

#### Equitable Availability of Parent-Family Engagement Policy to Parents

Physical Locations of the Policy	Front Office Parent Board	How and When was the PFE Policy Distributed
Languages Available	English and Spanish	November Electronically shared and during the November 15th, 2023 it was distributed.
URL to Online Version	<a href="#">English Spanish</a>	

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	
	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	Google Shared Folder	
	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 “[Highlands High School] Parent and Family Engagement Policy” with current school year, the revision date (11/15/2023), 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		



Title I Compliance Documentation and Submissions			
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	<input checked="" type="checkbox"/>
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		<input type="checkbox"/>
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	<input type="checkbox"/>
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 “[Highlands High School] Parent and Family Engagement Policy” with current school year, the revision date (11/15/2023), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	<input type="checkbox"/>
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	<input type="checkbox"/>
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	<input type="checkbox"/>
	Dated agenda and minutes from the meeting documenting discussion and decisions		<input type="checkbox"/>
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		<input type="checkbox"/>
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	Google Shared Folder	<input type="checkbox"/>
	Presentation/Slide Deck and agendas for both meetings		<input type="checkbox"/>
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		<input type="checkbox"/>
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		<input type="checkbox"/>
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		<input type="checkbox"/>
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda	Google Shared Folder	<input type="checkbox"/>
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		<input type="checkbox"/>

