

Campus Improvement Plan

2023-2024



Sam Houston High School

Section	Page
Board of Trustees	
Vision, Mission, and Core Beliefs	
Comprehensive Needs Assessment	
Processes	
Demographics	
Student Learning	
Perceptions	
Processes and Programs	
Improvement Plan	
Demographics	
Student Learning	
Perceptions	
Processes and Programs	
Quarterly Review of Strategies	
Quarter 1 Strategy Formative Review	
Quarter 2 Strategy Formative Review	
Quarter 3 Strategy Formative Review	
Quarter 4 Strategy Summative Review	
Quarter 4 Summative Plan Review	
Summative Review of Plan	
Appendix	
Quality Checklist	
Assurances and Plan Approval Information	
Committees Members	
Data Tables	

Board of Trustees



**President
Christina Martinez
District 6**



**Vice President
Alicia Sebastian
District 2**



**Secretary
Arthur V. Valdez
District 4**



**Trustee
Sarah Sorensen
District 1**



**Trustee
Leticia Ozuna
District 3**



**Trustee
Stephanie Torres
District 5**



**Trustee
Ed Garza
District 5**



**Superintendent of Schools
Dr. Jaime Aquino**

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** - 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 2023-2024 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 ____ in August 2023, to ____ in August 2024.
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 ____ in August 2023, to ____ in August 2024.
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 ____ in August 2023, to ____ in August 2024.
4. **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 2023-2024 Campus 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 ____ in August 2023, to ____ in August 2024.
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 ____ in August 2023, to ____ in August 2024.
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 ____ in August 2023, to ____ in August 2024.
4. **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 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
Meeting #1 May 17, 2023	Sign In Sheet 051723 Agenda Campus Needs Assessment Student Learning - Inconsistent support provided for all students Program & Processes - Attendance & Interventions Perceptions - Safety & Parent-Community Engagement & Relationships with students
Meeting #2 September 13, 2023	Agenda Meeting Minutes
Meeting #3 September 28, 2023	Sign In Sheet 092723 Agenda

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

Based on the summative evaluation of the 2022-2023 CIP:

Below are the projected domain scores for Sam Houston School:

- Student Achievement Domain: 59/F
- School Progress Domain: 65/D
- Math growth percent: 80%
- English growth: 54%
- Closing the Gap Domain: 50/F
- TELPAS: 0/34
- CCMR: 60
- Overall Rating: 59/F

We recognize both our strengths and areas that need improvement. We are pleased with the math department's impressive 80% growth rate, demonstrating our commitment to academic progress.

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	
Student Attendance	Historical ADA Attendance Reports	PS DE-1	According to the district historical ADA attendance report there was a 12.6% increase in chronic absenteeism from 2021-2022 to 2022-23.
		RC DE-1	The current campus attendance policy does not have a system to address follow-up with chronically absent students (ESF 1.2).
Student Enrollment	Historical Membership and Projections Reports	PS DE-2	Student attendance has significantly dropped as compared to the previous academic years from 1,132 in 2018-2019 to 829 in 2023-2024.
		RC DE-2	The campus was ineffective in sustaining student engagement (attendance) (ESF 5.1)
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations			

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	
Student Interventions	TELPAS Results	PS SL-1	According to the 2023 Domain 3: Closing the Gap (TELPAS Summary Report), only 26% of the students met growth on TELPAS.
		RC SL-1	As a campus, all teachers are not trained consistently on providing high quality instruction to include resources designed to meet the needs of students with disabilities and English learners along with other student groups with diverse needs (ESF 5.4)
Grade Level Readiness	EOC Results	PS SL-2	Algebra I STAAR test scores 56% approaches, 16% Meets, 4% Masters. English STAAR scores 43% Approaches, 23% Meets and 2% Masters. Test scores were more than 20% below state average.
		RC SL-2	Intervention was not completely aligned to meet the needs of all students (ESF 4.1 & ESF 5.1).
Grade Level Readiness	EOC Results	PS SL-3	Science test scores approaches 66%, Meets 17% and Masters 4%. Social Studies test scores approaches 77%, Meets 29% and Masters 12%. That is 20% below district and more than 25% below state score average scores.
		RC SL-3	Campus had under developed systems to evaluate data and created targeted intervention plans to close the gap (ESF 4.1 & ESF 5.1).
Student Interventions	EOC Results	PS SL-4	18% of African American students and 20% of Hispanic students score at the Meets level in ELA. 18% of African American students and 16% of Hispanic students scored at the Meets level in Math
		RC SL-4	As a campus, teachers are not consistently using instructional practices that promote critical thinking and differentiation for all student groups. (ESF 5.1)
Data Determinations	SHHS has an overall average of 20% below the state average for the EOC STAAR scores. The campus has overall average of 28% of students scoring at the “Meets” and “Masters” level		

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	
Professional Development	Insight Survey	PS PP-1	Students have not been provided the opportunity to experience differentiated learning experiences, progress monitoring and a variety of digital resources as seen in the Learning environment data (3.9%) in the Insight Survey.
		RC PP-1	Campus culture does not consistently promote high expectations and does not demonstrate fidelity when implementing systems campus wide (ESF 3.1).
Discipline	Frontline Reports	PS PP-2	There has been an overall increase in discipline issues between the year 2019-20 and the 22-23 school from 27% to 54% in Frontline.
		RC PP-2	Campus leadership was ineffective in developing, implementing and sustaining campus-wide effective behavior systems (ESF 3.2).
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	In analyzing walkthrough data in Performance Matters, students have not been provided the opportunity to experience differentiated learning experiences (2.5 in Differentiation), progress monitoring and a variety of digital resources. The campus has not developed a standardized system to ensure classrooms are delivering instruction utilizing research-based best practices.		

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.

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Parent & Community Engagement	Parent Meeting Sign In Sheets	PS PE-1	Parent engagement has decreased from the 2020-21 school year from 12 % to 4% based on the Parent Meeting sign in sheets.
		RC PE-1	Campus was ineffective with communicating and creating events parents are interested in attending (ESF 3.4).
Parent Engagement	Parent surveys, Parent family event	PS PE-2	Parent attendance averages about 5-7 parents for academic nights, while campus and sporting events average 50-75 parents.
		RC PE-2	The campus has not consistently scheduled meetings at a time convenient for families to attend. (ESF 3.4)
Social Emotional Learning	Family-School Relationships Survey	PS PE-3	According to our Family-School Relationships Survey (2023), 68% of families report their child feeling unsafe at school.
		RC PE-3	We are not meeting the daily physical and psychological needs of students in school. (ESF 3.2)
Student Safety	SEL Survey	PS PE-4	According to SEL Student Survey (2022), only 10% of the students feel that it is not at all difficult for them to get help from an adult when the student is bullied in school.
		RC PE-4	The campus does not have a well-established system to report bullying issues/concerns (ESF 3.3)
Data Determinations	The May 2023 parent newsletter indicates that there were only 100 views. However, we had a total of 861 students enrolled.		

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Demographics** 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		By the end of the 2023-2024 school year, the campus will reduce the rate of chronic absenteeism by 10% as measured by the number of students with more than 10 unexcused absences, and increase the overall student attendance rate by 5% compared to the previous year's data. Demographics 1	Develop and implement a follow-up system that combines proactive communication, support, and data analysis to address chronic student absenteeism and promote regular attendance.	Principal, Assistant Principals, Attendance Committee	
		Quarterly KPIs	By the end of Quarter 1 the campus will establish a system to communicate to parents and provide support for students with chronic absenteeism to promote regular attendance. By the end of Quarter 2 chronic student absenteeism will decrease to 5%. By the end of Quarter 3 chronic student absenteeism will decrease to 8%, By the end of the year chronic student absenteeism will decrease by 10%.		
DE-2		By the end of the 2023-2024 school year, the campus will increase the average student attendance rate by 15% compared to the previous year. Demographics 2	To address the issue of ineffective student engagement and attendance, we will implement a comprehensive strategy that focuses on enhancing the campus experience, fostering a sense of community, and providing valuable incentives for active participation and attendance.	Attendance Committee, SEAD coordinator, Attendance Clerk	
		Quarterly KPIs			
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning 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	1	By the end of the year there will be a 15% increase in students meeting growth on 2024 TELPAS Student Learning 1	Ensure high-quality instructional materials and assessments are provided in all math classrooms, and teachers are using targeted checking for understanding to identified student gaps.	Admin Team Academic deans	
		Quarterly KPIs	By the end of Quarter 1 100% of teachers will have been trained on high quality instructional materials tailored for students with disabilities, English learners. By the end of Quarter 2 50% of teachers will implement strategies and assessments aligned to identified gaps, By the end of Quarter 3 70% teachers will be intentional when implementing lesson and use assessments aligned to identified gaps aligned By the end of the year there will be a 15% increase of the students meeting growth on TELPAS.		
SL-2		By the end of the year there will be a 3% increase in students at the Meets or Masters on 2024 ELA EOC. Student Learning 2	Ensure high-quality instructional materials and assessments are provided in all Algebra I and ELA classrooms, and teachers are using targeted checking for understanding to identified student gaps.	Admin Team Academic deans	
		Quarterly KPIs	By the end of Quarter 1 100% of teachers will have been trained instructional materials and aligned assessments, By the end of Quarter 2 50% of teachers will implement strategies and assessments aligned to identified gaps, By the end of Quarter 3 70% teachers will be intentional when implementing lesson and use assessments aligned to identified gaps aligned By the end of the year there will be a 3% increase in Meets and Masters on 2024 Algebra I & ELA STAAR.		
SL-3		By the end of the year there will be a 3% increase in students at the Meets or Masters on 2024 Biology & US History EOC. Student Learning 3	Ensure high-quality instructional materials and assessments are provided in all Biology and US History classrooms, and teachers are using targeted checking for understanding to identified student gaps.	Admin Team Academic deans	
		Quarterly KPIs	By the end of Quarter 1 100% of teachers will have been trained instructional materials and aligned assessments, By the end of Quarter 2 50% of teachers will implement strategies and assessments aligned to identified gaps, By the end of Quarter 3 70% teachers will be intentional when implementing lesson and use assessments aligned to identified gaps aligned By the end of the year there will be a 3%		

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Processes and Programs** 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 2023-2024 school year, the campus will increase the percentage of students who report access to differentiated learning experiences, progress monitoring, and a variety of digital resources by 50%. Process & Programs 1	The campus will develop a comprehensive plan to provide students with diverse and personalized learning experiences. This includes tailoring instructional content and approaches to meet individual learning styles and needs.	Admin Team	
		Quarterly KPIs	By the end of Quarter 1 100% of teachers will receive training and support to implement differentiation strategies to improve student academic outcomes. By the end of Quarter 2 50% of teachers will implement differentiated strategies to meet the needs of diverse learners. By the end of Quarter 3 70% of teachers will implement differentiated strategies to meet the needs of diverse learners. By the end of the year 100% of teachers will implement differentiated strategies to meet the needs of diverse learners.		
PP-2		By the end of the year, there will be a 20% decrease in student referrals entered in Frontline. Processes & Programs 2	The campus will implement a school-wide Positive Behavioral Interventions and Supports (PBIS) initiative to improve students' social, emotional, behavioral, and academic outcomes.	Admin Team PBIS Team	
		Quarterly KPIs	By the end of Quarter 1 the campus will have implemented a school wide behavioral intervention system to improve student behavioral outcomes. By the end of Quarter 2 student referrals entered in Frontline will decrease by to 10%. By the end of Quarter 3 student referrals entered in Frontline will decrease by to 17%. By the end of the year there will be a decrease of 20% of student referrals entered in Frontline.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Perceptions 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	4	By the end of the year, increase attendance at parent meetings and trainings by 10% as indicated by sign-in sheets and parent surveys. Perceptions 1	Provide opportunities for the FACE specialist, teachers, and campus leadership to receive/attend PD focused on family engagement strategies.	FACE Specialist CAC Members	211 Supplies: \$2977.00 211 Refreshments: \$2,977.00
		Quarterly KPIs	By the end of Quarter 1 the campus will have identify family engagement needs and establish a system of communication to promote PD sessions, By the end of Quarter 2 attendance at campus events will increase to 5%. By the end of Quarter 3 attendance at campus events will increase to 8%, By the end of the year there will be an increase of 10% in attendance at parent meetings.		
PE-2	4	By the end of the year, increase attendance at parent trainings by 10% as indicated by sign-ins and parental surveys. Perceptions 2	Conduct parent trainings on a variety of topics for families and create resources for parents that support student learning and achievement	FACE Specialist CAC Members	211 Supplies: \$2977.00 211 Refreshments: \$2,977.00
		Quarterly KPIs	By the end of Quarter 1 the campus will have have provided opportunities for families to identify parent training topics and where resources will be housed for parents that support student learning and achievement, By the end of Quarter 2 attendance at parent trainings will be 5%, By the end of Quarter 3 attendance at parent trainings will be 7%, By the end of the year there will be an increase of 10% in attendance at parent trainings.		
PE-3	4	By the end of the year, increase perception of overall student social and emotional well being at school by 10% as indicated by parent surveys. Perceptions 3	Provide parent trainings/meetings with diverse topics and resources to support student social-emotional well-being.	PBIS Team Teachers Admin Team Academic Deans	
		Quarterly KPIs	By the end of Quarter 1 the campus will have provided opportunities for students and families to identify concerns regarding school safety, By the end of Quarter 2 the perception of the overall student safety will increase by 5%, By the end of Quarter 3 the perception of the overall student safety will increase by 7%, By the end of the year the perception of the overall student safety will increase by 10%.		
		By the end of the year, increase perception of overall student safety at school by 10% as indicated by parent surveys	Provide parent trainings/meetings with a focus on school safety and provide resources to support students and families with bullying	PBIS Team Teachers Admin Team Academic Deans	

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

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

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

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

3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives

The CAC will use artifacts and data to evaluate all Performance Objectives.

Performance Objective	Q4 Rating	Findings / Next Steps

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

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan		Physical Locations of the Plan	
Languages Available		Languages Available	
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	English- other languages available upon request	
URL to Online Version		

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 “[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		

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	
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	Google Shared Folder	
	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		
	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		

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
Sam Houston High School	15907- 006
Superintendent	Executive Principal
Dr. Jaime Aquino	Sharene Dixon
Principal	SAISD Board Approval Date
Dr. NaKeshia Bibbs	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Data Tables