



Campus Improvement Plan

2023-2024



Highland Hills Elementary

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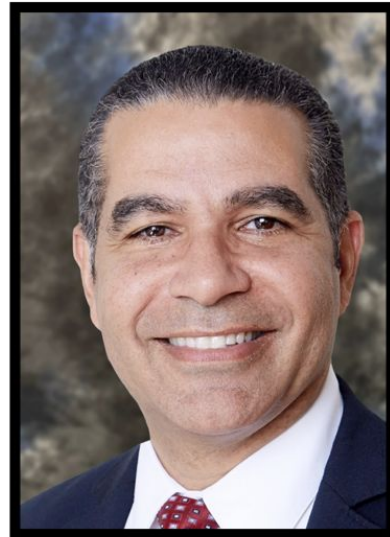
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VISION

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** - 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 5.15.23	As a CAC, determine gaps in perceptions, demographics and processes and programs. Refer to page 12 of CIP guide. Two problem statements and two root causes for each multiple measure discussed.
Meeting #2 5.18.23	In grade level PLCS, determine gaps in student learning. Refer to page 12 of CIP guide. Two problem statements and two root causes for each multiple measure discussed.

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 -
- Our campus will continue to examine routines for onboarding teachers, students and substitutes and train all front office staff, a menu of support will be created aligned to the needs of the campus.
 - Based on student outcomes in all grade levels, professional development will focus on unpacking TEKS, identifying lesson objectives that meet depth and complexity of the TEKS, and how to explicitly teach the standards using the new curriculum.
 - Student work analysis will be embedded into PLCs
 - CIRCLE data will be analyzed for implementation of interventions and to monitor kinder readiness expectations
 - MAP assessments will be used to plan for and execute Reading and Math interventions and tutoring structures
 - Leadership team will participate in weekly instructional walkthroughs to align on instructional goals, coaching, and teacher action steps
 - Special Education program will be reviewed for effectiveness, progress monitoring, and achievement of IEP goals

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	TAPR report 2022	PS DE-1	According to 2022 TAPR, Highland Hills Elementary Campus, African Americans have a disproportionate rate of chronic absenteeism, having the highest rate (58% in 2020-2021.)
		RC DE-1	The campus has ineffective strategies of communicating with families and following up on absenteeism. (EA 3.2 D)
Staff Data	TAPR report 2022 Insight 2022	PS DE-2	According to 2022 TAPR, 25% of our teachers are beginning teachers with 1-5 years of experience reflecting in effective instructional practices.
		RC DE-2	The campus does not have sufficient systems to support teachers. (EA 1.1 E)
Attendance	TAPR report 2022	PS DE-3	According to 2022 TAPR, chronic absenteeism at our campus has jumped from 4.6 % (19-20) to 38% (20-21).
		RC DE-3	The campus has ineffective strategies for communicating and following up with families on excessive absences. (EA 3.2 D)
		PS DE-4	
		RC DE-4	

Highland Hills Elementary ended the 2022-2023 school year with 611 students, 49% female and 51% male.

It is predominantly made up of Hispanics with 554 students (91%).

0% Asian

8% African American students

2% White students

0% students Two or More Races

1% American Indian

577 (94%) students attending are economically disadvantaged

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)

Data Determinations	<p>Highland Hills Elementary ended the 2022-2023 school year with 611 students, 49% female and 51% male.</p> <p>It is predominantly made up of Hispanics with 554 students (91%).</p> <p>0% Asian</p> <p>8% African American students</p> <p>2% White students</p> <p>0% students Two or More Races</p> <p>1% American Indian</p> <p>577 (94%) students attending are economically disadvantaged</p> <p>401(66%) students are at risk</p> <p>196 (3%) students are in the Bilingual program, 149 (24%) students are in the Language English Proficient LEP program.</p> <p>765 (11%) students are identified in the Special Education program</p> <p>18 (3%) students are dyslexia</p> <p>35 (6%) students are 504</p> <p>30 (5%) students are identified as GT - 18 (3%) are STAAR Tested students) 3rd grade: 6 students, 4th grade 8 students, 5th grade 4 students</p> <p>0 students (0%) are in Foster Care, students (3%) of the population are homeless, and 0 students (0%) are in the Migrant Program</p> <p>STAFF: 70 staff members on campus</p> <p>As a bilingual campus, Highland Hills currently has at least 149 students participating in the dual language program at grades PK-5. Highland Hills will have 6 new teachers in the dual language classes in grades 1,2 and 3.</p> <p>4 returning have less than 5 years experience teaching. Remaining returning teachers have 5-15 years of teaching experience.</p> <p>9 teachers brand new to campus and profession.</p> <p>3 teachers with experience in profession but new to campus.</p>
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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 performance	CIRCLE	PS SL-1	According to EOY CIRCLE, 46% of students were at Tier I Reading and 62% of students were at Tier I Math falling below the goal of percent of students at or above grade level.
		RC SL-1	Teachers have not received adequate initial curriculum training, professional development on providing small group interventions, and continued support on best practices for curriculum implementation. (EA 5.1 B)
Student performance	MAP K-2	PS SL-2	EOY MAP K-2 data reflected 45% of students at Tier I Reading and 48% of students at Tier I Math falling below the goal of students At or Above grade level.
		RC SL-2	Campus does not use corrective instructional action planning process individually and in PLCs to analyze data, identify trends in student misconceptions and determine the root cause regarding student performance and create plans to reteach (EA 5.3 B)
Student Performance	STAAR 2023	PS SL-3	As a campus, STAAR achievement at in reading was 59% overall and in math was 58%.
		RC SL-3	Campus does not use corrective instructional action planning process individually and in PLCs to analyze data, identify trends in student misconceptions and determine the root cause regarding student performance and create plans to reteach (EA 5.3 B)
		PS SL- 4	
		RC SL-4	
	CIRCLE results 2023: Reading: tier 1: 46%, met growth 58% Math: tier 1: 62%, met growth 79% MAP results EOY 2023 K-2: Math: Kinder: tier 1, 59%, met growth 42% 1st: tier 1. 56%. met growth 54%		

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)

**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.

Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Discipline	Frontline	PS PP-1	According to frontline discipline reporting, in 2023 there were 93 behavior incidents in the classroom and 42 behavior incidents on the playground.
		RC PP-1	All staff and students have not been taught, practiced or reinforced behavioral expectations with a common language (EA 3.2 A)
Professional Growth	Insight survey 2023	PS PP-2	According to the insight survey 2022, 61 % of teachers reported that they have opportunities to collaborate weekly to improve instructional plans based on student work in PLCs.
		RC PP-2	Campus instructional leaders do not use consistent written protocols and processes to lead their grade level teams with an instructional focus. (1.1 C)
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	

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)

Data Determinations	<p>PBIS implementation of common area and classroom expectations was inconsistent. All students across the campus were not consistently taught behavior expectations and consequences/rewards were not being implemented consistently by staff. Campus did not have formal behavior management protocol and procedures to consistently address student behavior.</p> <p>PLCs are held weekly for 45 minutes. PLCS include campus professional developments to address identified campus needs. Campus expectation that PLC time be used to analysis individual and grade level student data and create data driven instructional plans to address identified needs. Inconsistencies in implementation and documentation of these meetings at each grade level.</p> <p>Grade level ACTs facilitated weekly team meetings. Inconsistencies in implementation and documentation of these meetings at each grade level.</p>
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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	
Student perceptions	student SEAD survey 2023	PS PE-1	According to the student SEAD survey in 2023, student's sense of belonging decreased from 77% to 61%, a decrease of 16%.
		RC PE-1	Lack of campus-based extracurricular activities, such as school clubs, engaging student incentives and engaging student activities (EA 3.4 A)
Parent satisfaction	Family School Relationships Survey 2023	PS PE-2	According to the family school relationships survey in 2023, 9 % of parents surveyed reported being involved with parent groups at their child's school.
		RC PE-2	The campus has not created an environment where parents and families are full partners in their child's education, to include decision making and other activities (EA 3.4 A)
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	Based on the insight survey given in the spring of 2022, parents self reported that family involvement, the degree to which families become involved with and interact with their child's school, decreased 8% from the previous year, 35% current and previously 43%. Student survey results indicated a decrease from the previous year in the areas of growth mindset, 52%, down 6 points and sense of belonging, 61%, down 16 points. Insight survey teachers responded favorably in the areas of diversity (4.9), family and community engagement (5.3), leadership (5.4), and peer culture (5.8). Teachers responded less favorably in the areas of career progression (4.4), evaluation (5.0), instructional planning for student growth (4.5) and observation and feedback (4.1).		

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	2	By the end of the year, African American students will increase attendance rate from 58% to 95% as measured by 2024 TAPR. Demographics - 1	Campus will establish an administrator led committee that will meet weekly to review attendance data. Attendance committee will analyze students attendance rates, conduct home visits, and establish communication measures to support families.	Administrative Team Attendance Committee	282/ Student Incentives/ \$1,500
		Quarterly KPIs	By Quarter 1, African American students will increase attendance to 95% as measured by Frontline Attendance reports and as evidenced by weekly Attendance Meeting agendas/ Summary Notes. By Quarter 2, African American students will increase attendance to 95% as measured by Frontline Attendance reports and as evidenced by weekly Attendance Meeting agendas/ Summary Notes. By Quarter 3, African American students will increase attendance to 95% as measured by Frontline Attendance reports and as evidenced by weekly Attendance Meeting agendas/ Summary Notes. By Quarter 4, African American students will increase attendance to 95% as measured by Frontline Attendance reports and as evidenced by weekly Attendance Meeting agendas/ Summary Notes.		
DE-2	1	By the end of the year, 100% of teachers with 1-5 years teaching experiences will receive bi-weeking instructional coaching support as measured by HHE Observation Tracker. Demographics - 2	Campus will establish an Instructional Support framework to include bi-weekly Instructional Walkthroughs, TTESS Snapshot & Comprehensive Walkthroughs, and use of Observation tracker to document observations, coaching, and teacher action steps.	Principal, Assistant Principals, Instructional Coach	211/ Instructional Coach/ 89, 133
		Quarterly KPIs	By Quarter 1, 100% of teachers with 1-5 years experience will receive bi-weekly instruction support as evidenced by HHE Observation Tracker. By Quarter 2, 100% of teachers with 1-5 years experience will receive bi-weekly instruction support as evidenced by HHE Observation Tracker. By Quarter 3, 100% of teachers with 1-5 years experience will receive bi-weekly instruction support as evidenced by HHE Observation Tracker. By Quarter 4, 100% of teachers with 1-5 years experience will receive bi-weekly instruction support as evidenced by HHE Observation Tracker.		

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-3	1	By the end of the school year, chronic absenteeism will be reduced from 38% to 4% as measured by 2024 TAPR. Demographics - 3	Campus will establish an administrator led committee that will meet weekly to review attendance data. Attendance committee will analyze students attendance rates, conduct home visits, establish communication measures to support families, and utilize retention specialist to host Parent forums for identified families with chronic absences.	Administrative Team Attendance Committee	282/ Student Incentives/ \$1,500
		Quarterly KPIs	By Quarter 1, percentage of students with chronic absences will be reduced to 20% as evidenced by BI Attendance Tiered reports and weekly Attendance Meeting/ Summary Notes. By Quarter 2, percentage of students with chronic absences will be reduced to 10% as evidenced by BI Attendance Tiered reports and weekly Attendance Meeting/ Summary Notes. By Quarter 3, percentage of students with chronic absences will be reduced to 4% as evidenced by BI Attendance Tiered reports and weekly Attendance Meeting/ Summary Notes. By Quarter 4, percentage of students with chronic absences will be reduced to 4% as evidenced by BI Attendance Tiered reports and weekly Attendance Meeting/ Summary Notes.		

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	1,2	By the end of the year, 80% of PK-5th grade students will meet grade level expectations in the areas of reading and math as measured by circle, STAAR and MAP assessments. Student Learning - 1	Teachers will provide small group interventions during the instructional day and tutoring (before/after school or Saturday) based on formative assessment data.	Principal, Assistant Principals, Instructional Coach	211/ Reflex Math/ \$4,009 211/ Teacher Tutoring/ \$21,000 211/ Retired Teacher Tutoring/ \$9,960
		Quarterly KPIs	By the end of Quarter 1 100% of teachers will be trained on collecting/analyzing formative assessment data. By the end of Quarter 2 70% of identified students will receive small group interventions and tutoring. By the end of Quarter 3 By the end of Quarter 3 100% of identified students will receive small group instruction and tutoring. By the end of the year 80% of PK - 5th grade students will meet grade level expectations as measured by STAAR and MAP assessments.		
SL-2	1,2	By the end of the year, 20% increase in students at the Meets/ Masters level as measured by STAAR 2024 assessment. Student Learning - 2	Teachers will engage in professional development of instructional practices that promote communication, critical thinking, differentiation, and formative/summative assessment and implement these practices in their classrooms.	Principal, Assistant Principals, Instructional Coach	
		Quarterly KPIs	By the end of Quarter 1 100% of teachers will be trained in teaching practices that promote communication, critical thinking, differentiation, and formative/summative assessment. By the end of Quarter 2 teaching practices will be implemented by 50% of teachers. By the end of Quarter 3 teaching practices will be implemented by 75% of teachers. By the end of the year there will be a 20% increase in Meets and Masters on 2024 Reading and Math STAAR.		

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	4	By the end of the year, administrative discipline referrals will be reduced to 10 per quarter as measured by Frontline discipline reports. Processes & Programs - 1	Provide professional development to reset of PBIS campus-wide and classroom behavior expectations (rewards & consequences), ensure leadership fidelity to defined expectations, and review Rithm student perceptual data to target student SEL support services.	Principal, Assistant Principals, Instructional Coach, Counselor, Senior Operations	
		Quarterly KPIs	By the end of Quarter 1, 100% of teachers will receive professional development on PBIS classroom and schoolwide structures to include rewards, consequences, and Social Emotional Support. By the end of Quarter 2, administrative discipline referrals will be reduced to 15 as evidenced by Frontlined reporting and campus tracking. By the end of Quarter 3, administrative discipline referrals will be reduced to 10 as evidenced by Frontlined reporting and campus tracking. By the end of Quarter 4, administrative discipline referrals will be reduced to 10 as evidenced by Frontlined reporting and campus tracking.		
PP-2	1,2,3	By the end of the year, 100% of teachers will have opportunities to collaborate weekly during PLC's on best instructional practices and student work analysis as measured by Insight Survey 2024. Processes & Programs - 2	Based on bi-weekly instructional walkthroughs by the leadership team and academic data analysis, PLCs will be strategically planned based on trends in standards aligned instructional delivery and observations/ analysis of student work outcomes.	Principal, Assistant Principals, Instructional Coach	
		Quarterly KPIs	By the end of Quarter 1, 100% of teachers will receive professional development on PLC protocols and expectations of gathering student work through performance monitoring and analysis of informal and formal assessments. By the end of Quarter 2, 75% of teachers will engage in weekly PLC's centered on refining instructional practices and student work analysis. By the end of Quarter 3, 100% of teachers will engage in weekly PLC's centered on refining instructional practices and student work analysis. By the end of Quarter 4, 100% of teachers will engage in weekly PLC's centered on refining instructional practices and student work analysis.		
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

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 school year, students sense of belonging will increase from 62% to 95% as measured by the SEAD survey. Perceptions - 1	Homeroom classrooms will hold weekly Community Circle time to engage student in team building, address concerns, and provide mini social skills lessons.	Principal, Assistant Principals, Instructional Coach, Counselor, Senior Operations	
		Quarterly KPIs	By the end of Quarter 1, 100% of teachers will receive professional development from school counselor on effective implementation of homeroom Community Circle. By the end of Quarter 2, 100% of classroom will conduct weekly Community Circle as evidenced by Leadership team walkthroughs. By the end of Quarter 3, 100% of classroom will conduct weekly Community Circle as evidenced by Leadership team walkthroughs. By the end of Quarter 4, students sense of belonging will increase from 62% to 95% as measured by the SEAD survey.		
PE-2	4	By the end of the school year, involvement in parent groups/ activities will increase from 9% to 50% as measured by the Family School Relationships Survey. Perceptions - 2	Utilize a variety of communication methods to consistently inform families in advance of all PTA, family events, academic, etc., as well as avenues in which they will be able to engage in planning or execution of events.	Principal, Assistant Principals, Instructional Coach, Counselor, Senior Operations	
		Quarterly KPIs	By the end of Quarter 1, 100% of family engagement activities will be scheduled on 23-24 Event Calendar and all communication methods will be established. By the end of Quarter 2, involvement in parent groups/activities will increase from 9% to 20% as measured by the Family School Relationships Survey. By the end of Quarter 3, involvement in parent groups/activities will increase from 9% to 40% as measured by the Family School Relationships Survey. By the end of Quarter 4, involvement in parent groups/activities will increase from 9% to 50% as measured by the Family School Relationships Survey.		
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

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
DE-1	By Quarter 1, African American students will increase attendance to 95% as measured by Frontline Attendance reports and as evidenced by weekly Attendance Meeting agendas/ Summary Notes.		
DE-2	By Quarter 1, 100% of teachers with 1-5 years experience will receive bi-weekly instruction support as evidenced by HHE Observation Tracker.		
DE-3	By Quarter 1, percentage of students with chronic absences will be reduced to 20% as evidenced by BI Attendance Tiered reports and weekly Attendance Meeting/ Summary Notes.		
SL-1	By the end of Quarter 1 100% of teachers will be trained on collecting/analyzing formative assessment data.		
SL-2	By the end of Quarter 1 100% of teachers will be trained in teaching practices that promote communication, critical thinking, differentiation, and formative/summative assessment.		
PP-1	By the end of Quarter 1, 100% of teachers will receive professional development on PBIS classroom and schoolwide structures to include rewards, consequences, and Social Emotional Support.		
PP-2	By the end of Quarter 1, 100% of teachers will receive professional development on PLC protocols and expectations of gathering student work through performance monitoring and analysis of informal and formal assessments.		
PE-1	By the end of Quarter 1, 100% of teachers will receive professional development from school counselor on effective implementation of homeroom Community Circle.		
PE-2	By the end of Quarter 1, 100% of family engagement activities will be scheduled on 23-24 Event Calendar and all communication methods will be established.		

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 Quarter 2, African American students will increase attendance to 95% as measured by Frontline Attendance reports and as evidenced by weekly Attendance Meeting agendas/ Summary Notes.		
DE-2	By Quarter 2, 100% of teachers with 1-5 years experience will receive bi-weekly instruction support as evidenced by HHE Observation Tracker.		
DE-3	By Quarter 2, percentage of students with chronic absences will be reduced to 10% as evidenced by BI Attendance Tiered reports and weekly Attendance Meeting/ Summary Notes.		
SL-1	By the end of Quarter 2 70% of identified students will receive small group interventions and tutoring.		
SL-2	By the end of Quarter 2 teaching practices will be implemented by 50% of teachers.		
PP-1	By the end of Quarter 2, administrative discipline referrals will be reduced to 15 as evidenced by Frontlined reporting and campus tracking.		
PP-2	By the end of Quarter 2, 75% of teachers will engage in weekly PLC's centered on refining instructional practices and student work analysis.		
PE-1	By the end of Quarter 2, 100% of classroom will conduct weekly Community Circle as evidenced by Leadership team walkthroughs.		
PE-2	By the end of Quarter 2, involvement in parent groups/activities will increase from 9% to 20% as measured by the Family School Relationships Survey.		

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 Quarter 3, African American students will increase attendance to 95% as measured by Frontline Attendance reports and as evidenced by weekly Attendance Meeting agendas/ Summary Notes.		
DE-2	By Quarter 3, 100% of teachers with 1-5 years experience will receive bi-weekly instruction support as evidenced by HHE Observation Tracker.		
DE-3	By Quarter 3, percentage of students with chronic absences will be reduced to 4% as evidenced by BI Attendance Tiered reports and weekly Attendance Meeting/ Summary Notes.		
SL-1	By the end of Quarter 3 100% of identified students will receive small group instruction and tutoring.		
SL-2	By the end of Quarter 3 teaching practices will be implemented by 75% of teachers.		
PP-1	By the end of Quarter 3, administrative discipline referrals will be reduced to 10 as evidenced by Frontlined reporting and campus tracking.		
PP-2	By the end of Quarter 3, 100% of teachers will engage in weekly PLC's centered on refining instructional practices and student work analysis.		
PE-1	By the end of Quarter 3, 100% of classroom will conduct weekly Community Circle as evidenced by Leadership team walkthroughs.		
PE-2	By the end of Quarter 2, involvement in parent groups/activities will increase from 9% to 40% as measured by the Family School Relationships Survey.		

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
DE-1	By Quarter 4, African American students will increase attendance to 95% as measured by Frontline Attendance reports and as evidenced by weekly Attendance Meeting agendas/ Summary Notes.		
DE-2	By Quarter 4, 100% of teachers with 1-5 years experience will receive bi-weekly instruction support as evidenced by HHE Observation Tracker.		
DE-3	By Quarter 4, percentage of students with chronic absences will be reduced to 4% as evidenced by BI Attendance Tiered reports and weekly Attendance Meeting/ Summary Notes.		
SL-1	By the end of the year 80% of PK - 5th grade students will meet grade level expectations as measured by STAAR and MAP assessments.		
SL-2	By the end of the year there will be a 20% increase in Meets and Masters on 2024 Reading and Math STAAR.		
PP-1	By the end of Quarter 4, administrative discipline referrals will be reduced to 10 as evidenced by Frontlined reporting and campus tracking.		
PP-2	By the end of Quarter 4, 100% of teachers will engage in weekly PLC's centered on refining instructional practices and student work analysis.		
PE-1	By the end of Quarter 4, students sense of belonging will increase from 62% to 95% as measured by the SEAD survey.		
PE-2	By the end of Quarter 2, involvement in parent groups/activities will increase from 9% to 50% as measured by the Family School Relationships Survey.		

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
By the end of the year, African American students will increase attendance rate from 58% to 95% as measured by 2024 TAPR. Demographics - 1		
By the end of the year, 100% of teachers with 1-5 years teaching experiences will receive bi-weeking instructional coaching support as measured by HHE Observation Tracker. Demographics - 2		
By the end of the school year, chronic absenteeism will be reduced from 38% to 4% as measured by 2024 TAPR. Demographics - 3		
By the end of the year 80% of PK - 5th grade students will meet grade level expectations as measured by STAAR and MAP assessments. Student Learning - 1		
By the end of the year, 20% increase in students at the Meets/ Masters level as measured by STAAR 2024 assessment. Student Learning - 2		
By the end of the year, administrative discipline referrals will be reduced to 10 per quarter as measured by Frontline discipline reports. Processes & Programs - 1		
By the end of the year, 100% of teachers will have opportunities to collaborate weekly during PLC's on best instructional practices and student work analysis as measured by Insight Survey 2024. Processes & Programs - 2		
By the end of the school year, students sense of belonging will increase from 62% to 95% as measured by the SEAD survey. Perceptions - 1		
By the end of the school year, involvement in parent groups/ activities will increase from 9% to 50% as measured by the Family School Relationships Survey. Perceptions - 2		
ZP - Progress was less than 20% LP – Progress was more than 19% but less than 50% SP – Progress was more than 49% but less than 70% MP – Progress was more than 69% MO – Met PO SU – Surpassed PO		

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
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#	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	
Languages Available	
URL to Online Version	

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	
Languages Available	
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 and Spanish	
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
Highland Hills Elementary	15907- 134
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Julio Garcia
Principal	SAISD Board Approval Date
Vanessa Cartwright	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Data Tables