

Campus Improvement Plan

2024 - 2025



Highland Hills Elementary

Section	Page
Board of Trustees	3
Vision, Mission, and Core Beliefs	4
SAISD Goals	5
Comprehensive Needs Assessment (CNA) Processes	6
Demographics - CNA Problem Statements and Root Causes	
Student Learning - CNA Problem Statements and Root Causes	
Processes and Programs - CNA Problem Statements and Root Causes	
Perceptions - CNA Problem Statements and Root Causes	
Demographics - Plan for Improvement	
Student Learning - Plan for Improvement	
Processes and Programs - Plan for Improvement	
Perceptions - Plan for Improvement	
First Quarterly Review	
Second Quarterly Review	
Third Quarterly Review	
Fourth Quarterly Review	
Annual Summative Review	
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 Valdez
District 4**



**Trustee
Sarah Sorenson
District 1**



**Trustee
Leticia Ozuna
District 3**



**Trustee
Stephanie Torres
District 5**



**Trustee
Ed Garza
District 7**



**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

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

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

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

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

SAISD 2024-2025 Board Goals

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

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

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

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

SAISD 2024-2025 Campus Goals

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

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

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

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

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

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

Comprehensive Needs Assessment Process

CNA Meeting Dates	Meeting Topics and Actions
<p>Meeting #1 May 13, 2024</p>	<p>Campus Needs Assessment/ Campus Improvement Plan Development</p> <p>The Highland Hills CAC and incoming staff members from Rightsizing campuses, met to review 2023-2024 data to include Attendance, Demographics, SEAD Student Survey, Teacher Insight survey, and Academic Data. 4 Teams were created to focus on each of the following areas: Demographics, Student Learning, Processes & Programs, and Perceptions. Teams discussed data findings, root causes, determine problem statements, and collaborated on recommendations. Data was compared from previous year to determine if progress was made. Minutes were taken on linked working document. HHE CNA Data Gathering</p> <p>Process:</p> <ul style="list-style-type: none"> - Review data - Determine Problem statements - Discuss Root Causes - Make recommendations - Identify Questions
<p>Meeting #2 May 20, 2024</p>	<p>Quarter 4 Review/ Summative Review/ Campus Improvement Plan Development</p> <p>The Highland Hills CAC met to review Q4 and Summative ratings from the 2023 - 2024 school year. Data was compared from previous year trends. Previsously created teams worked in the following areas to determine progress towards campus goals: Demographics, Student Learning, Processes & Programs, and Perceptions. Teams recommended appropriate ratings, presented to the CAC, and final ratings were made. The CAC then aligned 23-24 CNA outcomes with current CIP focus areas.</p> <p>HHE CAC reviewed Final Problem Statements and Root Causes and provided feedback on CIP Strategies and Plans for Demographics, Student Learning, Processes & Programs, and Perceptions.</p>

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 2023 - 2024 CIP -

As a campus, we made progress towards our attendance goal from 88 to 92%, however we did not meet elementary attendance goal of 96% and will continue to use the Attendance Team to collaborate and implement and effective attendance plan.

While our students sense of belonging increase by 4%, we will continue the implementation of weekly Community Circle, as well as implement Harmony, to continue to increase our students sense of belonging.

K-5th did not meet Tier 1 and growth goals on MAP and STAAR. Insight survey data reflected lack of consistent student work analysis. We need to be consistent with PLC time and strategically plan student work analysis sessions, conduct goal focused observations, and provide actionable feedback to include modeling and practice opportunities. Leaders will review progress of teachers action steps via the campus Observtion Tracker.

Although we decreased our number of referrals compared to the previous year, we found high levels of incidents are occuring in the classroom. We will need to reset PBIS schoolwide structures and support teachers with implementation of Classroom Management Systems in the classroom.

To improve our relationships with families, we need to partner with them in support of their child's academic success through aligning communication, events, activities, and meeting with our academic goals.

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

For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.

Comprehensive Needs Assessment Process

Demographics

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

Student Learning

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

Processes and Programs

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

Perceptions

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

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

Demographics (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Student Attendance	PS DE-1	In 2023-2024 school year, Black students attendance rate was 86.5%, 4.5% lower than the campus Attendance average of 91%.
	RC DE-1	As a campus, we are inconsistent with using inclusive practices that support the needs of all families in the areas of academics, attendance, and social emotional practices (ESF - 3.2, 3.3)
Student Attendance	PS DE-2	In 2023 - 2024, PreK and Kinder student's attendance average were below the campus goal of 96% with Prek at 89% and Kinder 88.3%.
	RC DE-2	As a campus, we are inconsistent with communication regarding the importance of attending Pk and Kinder as foundational grades for their child's educational future. (ESF - 3.2, 3.3)
Student Discipline	PS DE-3	52% if Discipline referrals for individual students, occurred in the classroom.
	RC DE-3	As a campus, we are inconsistent with the implementation and support of effective classroom management systems. (ESF 3.1)
Student Discipline	PS DE-4	20% of Discipline referrals for individual students, were students with active Individual Education Plans (Special Education)
	RC DE-4	As a campus, there is inconsent support with the development, implementation, and support of appropriate IEPS (ESF 3.1, 3.2)
Strengths & Areas for Improvement Based on your Data Analysis	<p>Strengths</p> <ul style="list-style-type: none"> - Chronic abseentism was reduced for Black students, average attendance rate increased to 86% - In 23-24 schoolwide attendance increased from 88.6% to 91.2% - Overall discipline referrals have decreased by 48% from previous year. - Discipline referrals from the classroom decreased by 26% from previous year. <p>Areas of Improvement</p> <ul style="list-style-type: none"> - Lacking culturally responsive strategies to support Black families - Inconsistent Attendance team practices to include poor communication about incentives, data, affirmations, and overall consistency - Teachers must also take ownership of class attendance through effective parent communication and maintaining an engaging learning environment - Lack of consistency with PBIS schoolwide systems, communication practices about behaviors with families, and effective classroom management systems - Lack of effective student support systems (MTSS Behavior) and consistency among leaders, counselors, and social worker 	

Comprehensive Needs Assessment - Demographics

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

Student Learning (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
EOY Assessment Outcomes	PS SL-1	Campus did not meet Tier I and Growth Goals for K-2 MAP Assessments. Reading Tier I = 53%, Math Tier I = 47%, Reading Growth = 47%, Math Growth = 45%.
	RC SL-1	Teachers did not effectively collect, analyze, and use data to drive and adjust Tier I instruction. Additionally, instructional leaders did not effectively monitor, support, or provide feedback on Tier I instruction. (ESF 4.1, 5.3)
EOY Assessment Outcomes	PS SL-2	The campus is projected to not meet Meets and Masters goals for the STAAR Assessment. RLA: Meets 13%, Master 15%, Math: Meets 9%, Masters 13%
	RC SL-2	Teachers did not effectively collect, analyze, and use data to drive and adjust Tier I instruction. Additionally, instructional leaders did not effectively monitor, support, or provide feedback on Tier I instruction. (ESF 4.1, 5.3)
Grade Level Readiness	PS SL-3	In Branching Minds, 23.1% are Tier 2 in Reading and 30.2% are Tier 3. In Math, 23.9% are Tier 2 and 25% are Tier 3.
	RC SL-3	Teachers did not effectively collect, analyze, and use data to drive and adjust intervention instruction. TELPAS readiness strategies were not implement with fidelity. 'Additionally, instructional leaders did not effectively monitor, support, or provide feedback on intervention instruction. (ESF 5.3, 5.4)
Choose One	PS SL-4	
	RC SL-4	

**Strengths &
Areas for
Improvement
Based on your
Data Analysis**

Strengths

- PK CIRCLE for Reading & Math Tier I and Growth percentages exceeded district goals
- Tier 1 Math & Reading increased from the previous year in Kinder and 2nd grade
- met Kinder Growth goal Math Growth on MAP

Areas of Improvement

- K-2 did not meet Tier 1 & Growth goals for reading and Math except Kinder Math Growth
- K-2 Fluency consistently monitoring
- 3rd - 5th grade did not meet minimum goals for Meets and Masters
- Implement Progress Monitoring
- Strategically planned interventions
- Targeted tutoring
- Continued use of Summit K-12 for Emergent Bilinguals

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

Processes & Programs (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Behavioral / SEAD Needs	PS PP-1	On the 2023-2024 Student SEAD Survey, 37% of students reported negatively about growth mindset in regard to their commitment to academics.
	RC PP-1	As a campus, we are inconsistent with implementing goal setting with students and providing opportunities for students to discuss their learning/ academics. (ESF 3.1)
Behavioral / SEAD Needs	PS PP-2	On the 2023-2024 Student SEAD Survey, 63% of students reported negatively about remaining calm when bothered.
	RC PP-2	As a campus, we are inconsistent with the implementation of use of calming areas in the classroom, PBIS, conflict/ resolution strategies, and building relationships. (ESF 3.2)
Teacher PD	PS PP-3	Based on the 2023 - 2024 Insight Survey, 64% of teachers have not practiced teaching techniques with a peer or instructional expert outside their own classroom.
	RC PP-3	As a campus, there is a lack of opportunity for teachers to see modeling of lesson components or to practice action steps with peers and instructional leaders (ESF 5.1, 5.2, 2.1)
Teacher Feedback	PS PP-4	Based on the 2023 - 2024 Insight Survey, 48% of teachers are in need of dedicated time to analyze student work/ assessments and collaborate on future instruction based on students' performance.
	RC PP-4	As a campus, PLCs did not reflect consistent opportunities for teachers to analyze student work. (ESF 5.3)
Strengths & Areas for Improvement Based on your Data Analysis	<p>Strengths</p> <ul style="list-style-type: none"> - Improved student's sense of belonging from 63% to 67%, 21% higher than the district average - 81% of HHE students care about others feelings, 14% higher than district average - 61% of Teachers feel the school encourages and helps families to support student learning at home, 17% above the district average - Peer culture increased from 5.1 to 5.7, .7 above the district average <p>Areas of Improvement</p> <ul style="list-style-type: none"> - Self Management decreased from 64% to 61%. This includes remaining calm when bothered at 37% and keeping temper under control at 43% - Professional development on Community Circle, conflict resolution strategies - provide consistent opportunities for student conferencing - Use of Observation feedback cycles to include model, practice, and defined action steps - Teachers will come prepared to consistently scheduled Student Work Analysis PLC sessions 	

-

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

Student Learning (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Parent Survey Results	PS PE-1	On the 23-24 Parent Survey, 38% of families who completed the survey indicated they have not been involved with parent group(s) at the school
	RC PE-1	As a campus, we are not providing varied days and times, for events/ activities, that are feasible for parent work/ home schedules (ESF 3.3)
Engagement Opportunities	PS PE-2	78% of engagement activities were not aligned to campus academic goals as reflected in the Parent Policy
	RC PE-2	As a campus, we were inconsistent with embedding academic or social emotional content during family engagement events, meetings, and activities (ESF 3.3)
Parent Survey Results	PS PE-3	
	RC PE-3	
Choose One	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis	<p>Strengths</p> <ul style="list-style-type: none"> - 98% of families were favorable about the school climate - 97% of families were favorable about family engagement opportunities at HHE - 40+% of families participated in the Family Survey <p>Areas of Improvement</p> <ul style="list-style-type: none"> - increase opportunities for families to engage in academically aligned activities that will help assist their child with their learning - volunteer program and varied opportunities for parents to volunteer - parent access to communication platforms such as Bi-Weekly S'more, Class Dojo, School Website, and School Messenger - consistent opportunities for parents to give quality feedback and input 	

Plan for Improvement – Demographics

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Demographics** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	2	By the end of the year, Black students attendance rate will increase from 86.5% to 92%.	Develop inclusive practices that make our Black families feel welcome and a part of the school community by providing professional development on Cultural Competence for school leaders and attendance team, provide access and resources for transportation and health, and utilize MTSS Attendance to support/ track progress, implement recognition programs for students with perfect attendance or significant improvements, and assign staff members as mentors to build strong relationships with students and	Principal, Attendance Team	
	PS #	Quarterly KPIs	By the end of the first quarter, Black students attendance will be 88%		
			By the end of the second quarter, Black students attendance will be 90%		
			By the end of the third quarter, Black students attendance will be 91%		
			By the end of the fourth quarter, Black students attendance will be 92%		
1					
DE-2	4	By the end of the year, PreK and Kinder student's attendance rate will increase from 88% to 95%	School leadership and attendance team will communicate regularly with primary grade level parents on the importance of attendance, in foundational grades, and how it impacts academic performance and Kinder readiness. Utilize FACE specialist to work closely with families to address barriers such as transportation and health issues. Attendance team will meet weekly to plan whole-school incentives, contests, and challenges for targeted grade levels, to include on/ off campus Field Trips.	Principal, Attendance Team	211 - \$5,500: Field Trips
	PS #	Quarterly KPIs	By the end of the first quarter, PreK and Kinder attendance will be 89%		
			By the end of the second quarter, PreK and Kinder attendance will be 91%		
			By the end of the third quarter, PreK and Kinder attendance will be 93%		
			By the end of the fourth quarter, PreK and Kinder attendance will be 95%		
2					
DE-3	4	By the end of the year, number of students with Discipline referrals that occur in the classroom will decrease from 55 to 40	PBIS team will lead the campus in improving school wide systems, to include student incentives; improve communication practices with families, implement of effective classroom management systems, utilize MTSS for behavior supports and progress monitoring. Utilize PE and recess activities to conduct team & community builders.	Counselors and Assistant Principals	
	PS #	Quarterly KPIs	By the end of the first quarter, number of students with Discipline referrals that occur in the classroom will be 10 or less		
			By the end of the second quarter, number of students with Discipline referrals that occur in the classroom will be less than 20		
			By the end of the third quarter, number of students with Discipline referrals that occur in the classroom will be less than 30		
			By the end of the fourth quarter, number of students with Discipline referrals that occur in the classroom will be 40 or less		
3					
DE-4	3	By the end of the year, discipline referrals for students with disabilities will decrease from 116 to 75	Special education teachers will provide professional development, to general education teachers, on how to effectively implement IEPs and BIPs and implementation of classroom accommodations. Following ARD meetings, SPED teachers will provide direct support to general education teachers on how to implement IEPs and BIPS appropriately with specific students. Teachers will collaborate on support of students when IEP and BIPs become ineffective. SPED teachers will be informed when students are referred.	Counselors, Asst. Principals, & SPED	
	PS #	Quarterly KPIs	By the end of the first quarter, discipline referrals for students with disabilities will be less than 25		
			By the end of the second quarter, discipline referrals for students with disabilities will be less than 40		
			By the end of the third quarter, discipline referrals for students with disabilities will be less than 55		
			By the end of the fourth quarter, discipline referrals for students with disabilities will be 75 or less		
4					

Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Student Learning** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1, 2	By the end of the year, K-2 Reading and Math MOY MAP will be 75% for Tier 1 and Growth will be 60%.	Instructional leaders will provide professional development on Agressive Monitoring , Tier I instruction, and interventions (Sirius and Summit K-12 for Emergent Bilinguals), followed by consistent monitoring of implementations, providing feedback, and coaching teachers on how to effectively use student data to drive instruction.	Leadership and Instructional Coach	211- \$5,110: Classroom materials 211 - \$6,481.75: Summit K-12 for Emergent Bilinguals
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of campus based instructional leaders will have provided feedback on implementation of authentic data collection and Tier I instruction. 100% of teachers will have a data collection system in place.		
			By the end of the second quarter, K-2 Reading and Math MOY MAP will be 65% for Tier 1 and Growth will be 50%.		
	1		By the end of the third quarter, 100% of teachers will have a systematic data collection process in place and provide evidence of instruction effectiveness		
			By the end of the fourth quarter, K-2 Reading and Math MOY MAP will be 75% for Tier 1 and Growth will be 60%.		
SL-2	1, 2	By the end of the year, there will be a 10% increase in students at the Meets or Masters on Reading and Math STAAR	Instructional leaders will provide access to high quality instructional resources and professional development on how to effectively use program data to drive instruction. Instructional leaders will monitor and support use of Progress Monitoring, Tier I instruction, interventions (Sirius and Summit K-12 for Emergent Bilinguals) through consistent observation and feedback cycles.	Leadership and Instructional Coach	211- \$7,140: Sirius 211-\$500: STAAR Materials 211- \$5,110: Classroom materials (Math Manipulatives-Lakeshore) 211 - \$6,481.75: Summit K-12 for Emergent Bilinguals
	PS #	Quarterly KPIs	By the end of the fourth quarter, there will be a 4% increase in students at the Meets or Masters on Reading and Math STAAR		
			By the end of the fourth quarter, there will be a 6% increase in students at the Meets or Masters on Reading and Math STAAR		
	2		By the end of the fourth quarter, there will be a 8% increase in students at the Meets or Masters on Reading and Math STAAR		
			By the end of the fourth quarter, there will be a 10% increase in students at the Meets or Masters on Reading and Math STAAR		
SL-3	1, 2	By the end of the year, 65% of students will be at Tier 1 for Reading and Math.	Teachers will intentionally plan for intervention and tutoring instruction based on formal and informal data collection processes to close instructional gaps to meet grade level expectations.	Leadership, Librarian, and Instructional Coach	211 - \$95,389: Librarian 211- \$23,472: Tutoring
	PS #	Quarterly KPIs	By the end of the first quarter, 40% of students will be at Tier 1 for Reading and Math.		
			By the end of the second quarter, 50% of students will be at Tier 1 for Reading and Math.		
	3		By the end of the third quarter, 60% of students will be at Tier 1 for Reading and Math.		
			By the end of the fourth quarter, 65% of students will be at Tier 1 for Reading and Math.		
SL-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Processes & Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	4	By the end of the year, as measured by the Student SEAD Survey, 80% of students will report favorably about growth mindset in regards to their commitment to academics.	Provide opportunities for students to reflect on their own learning through individual data tracking, and individual planned student conferencing, incorporate SEL lessons geared towards growth mindset.	Counselors and Leadership	211-\$136,016: 1.5 Counselor
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers will have individual student trackers in place and teachers or school leaders will have had 2 individual conferences with 100% students		
			By the end of the second quarter, 100% will have had 3 individual conferences with students to include the teacher or school leader.		
			By the end of the third quarter, 100% will have had 3 individual conferences with students to include the teacher or school leader.		
			By the end of the fourth quarter, 80% of students will report favorably about growth mindset in regards to their commitment to academics.		
1					
PP-2	4	By the end of the year, 75% of students will report favorably about remaining calm when bothered.	Provide time for weekly community circle meetings to include restorative practices, consistently utilize calming areas in the classroom, maintain fidelity to PBIS structures, utilize Harmony to provide lessons on conflict/resolution strategies, building relationships, growth mindset, and sense of belonging.	Counselors and Leadership	
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers are consistently facilitating weekly Community Circles.		
			By the end of the second quarter, 100% of school leaders will utilize classroom/ playground observations and discipline referral data to ensure strategies are being implemented.		
			By the end of the third quarter, the number of discipline referrals in the classroom and playground areas will be reduced from 86 to 50.		
			By the end of the fourth quarter, 75% of students will report favorable about remaining clam when bothered as measure by the Student SEAD Survey		
2					
PP-3	1	By the end of the year, 100% of teachers will have practiced observation feedback action items and demonstrate implementation in the classroom.	To retain and support teachers in providing high quality abd effective instruction, appraisers and instructional coaches will engage in observation feedback cycle. During PLCs and or individual coaching sessions, instructional leaders will provide opportunities for teachers to see and model exemplar instructional practices and provide time to practice the modeled practices/action items. Leaders will conduct follow up observations to observe for practice action items/instructional practices. Models will be provided by on-campus instructional experts or district experts.	Leadership and Instructional Coach	211- \$700 Professional Development
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers will have had 4 observation feedback cycles and 1 opportunity to practice with peers during PLC.		
			By the end of the second quarter, 100% of teachers will have had 4 observation feedback cycles and 1 opportunity to practice with peers during PLC.		
			By the end of the third quarter, 100% of teachers will have had 4 observation feedback cycles and 1 opportunity to practice with peers during PLC.		
			By the end of the fourth quarter, 100% of teachers will have practiced observation feedback action items and demonstrate implementation in the classroom.		
3					
PP-4	1	By the end of the year, 100% of teachers have dedicated time to analyze student work/assessments to drive Tier 1, intervention, and accelerated instruction based on student's performance.	Calendarize informal and formal student work analysis sessions to include math and ELAR. Teachers will come prepared to analysis sessions with student work samples and other data collection artifacts to include monitoring sheets.	Leadership and Instructional Coach	211- \$1,500 Leader professional development
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers will have had 4 opportunities to analyze formal/informal data or student products.		
			By the end of the second quarter, 100% of teachers will have had 3 opportunities to analyze formal/informal data or student products.		
			By the end of the third quarter, 100% of teachers will have had 4 opportunities to analyze formal/informal data or student products.		
			By the end of the fourth quarter, 100% of teachers will have had 5 opportunities to analyze formal/informal data or student products.		
4					

Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)
PE-1	1,4	By the end of the year, 65% of families will be involved with parent group(s) and/ or activities at the school as measured by parent sign-ins for events, meetings, & activities	Monthly Parent Chat with the principal at varied scheduled times, volunteer program in place, Parent Ambassador Program, and collaboration with PTA. Provide opportunities for parent classes, sessions, or guest speakers based on community need. Maintain Year at Events calendar. Send weekly newsletters via Class Dojo and School Messenger. Develop and provide all families with 2024-2025 Parent Policy and School-Parent-Compact.	FACE, Leadership team
	PS #	Quarterly KPIs	By the end of the first quarter, 50% of families will be involved in parent groups and/ or activities	
			By the end of the second quarter, 55% of families will be involved in parent groups and/ or activities	
			By the end of the third quarter, 60% of families will be involved in parent groups and/ or activities	
			By the end of the fourth quarter, 65% of families will be involved in parent groups and/ or activities	
1				
PE-2	1,4	By the end of the year, 100% of Family Engagement events will include a strategic alignment to school academic goal	Embed alignment to campus academic goals in planned schoolwide events. Plan opportunities for parents to engage in practice and reinforcement activities. Provide parent resources to assist students with homework. Provide consistent opportunities for families to provide consistent input and feedback.	FACE, Leadership team
	PS #	Quarterly KPIs	By the end of the first quarter, 25% of parents surveyed will indicate there was an academic alignment to events, meetings, and ac	
			By the end of the second quarter, 50% of parents surveyed will indicate there was an academic alignment to events, meetings, an	
			By the end of the third quarter, 75% of parents surveyed will indicate there was an academic alignment to events, meetings, and a	
			By the end of the fourth quarter, 100% of parents surveyed will indicate there was an academic alignment to events, meetings, and	
2				
PE-3		By the end of the year,		
	PS #	Quarterly KPIs	By the end of the first quarter,	
			By the end of the second quarter,	
			By the end of the third quarter,	
			By the end of the fourth quarter,	
PE-4		By the end of the year,		
	PS #	Quarterly KPIs	By the end of the first quarter,	
			By the end of the second quarter,	
			By the end of the third quarter,	
			By the end of the fourth quarter,	

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

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, Black students attendance will be 88%	Choose One	
DE-2	By the end of the first quarter, PreK and Kinder attendance will be 89%	Choose One	
DE-3	By the end of the first quarter, number of students with Discipline referrals that occur in the classroom will be 10 or less	Choose One	
DE-4	By the end of the first quarter, discipline referrals for students with disabilities will be less than 25	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, 100% of campus based instructional leaders will have provided feedback on implementation of authentic data collection and Tier I instruction. 100% of teachers will have a data collection system in place.	Choose One	
SL-2	By the end of the fourth quarter, there will be a 4% increase in students at the Meets or Masters on Reading and Math STAAR	Choose One	
SL-3	By the end of the first quarter, 40% of students will be at Tier 1 for Reading and Math.	Choose One	
SL-4	By the end of the first quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, 100% of teachers will have individual student trackers in place and teachers or school leaders will have had 2 individual	Choose One	
PP-2	By the end of the first quarter, 100% of teachers are consistently facilitating weekly Community Circles.	Choose One	
PP-3	By the end of the first quarter, 100% of teachers will have had 4 observation feedback cycles and 1 opportunity to practice with peers during PLC.	Choose One	
PP-4	By the end of the first quarter, 100% of teachers will have had 4 opportunities to analyze formal/informal data or student products.	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, 50% of families will be involved in parent groups and/ or activities	Choose One	
PE-2	By the end of the first quarter, 25% of parents surveyed will indicate there was an academic alignment to events, meetings, and activities	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

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

Second Quarterly Review

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, Black students attendance will be 90%	Choose One	
DE-2	By the end of the second quarter, PreK and Kinder attendance will be 91%	Choose One	
DE-3	By the end of the second quarter, number of students with Discipline referrals that occur in the classroom will be less than 20	Choose One	
DE-4	By the end of the second quarter, discipline referrals for students with disabilities will be less than 40	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, K-2 Reading and Math MOY MAP will be 65% for Tier 1 and Growth will be 50%.	Choose One	
SL-2	By the end of the fourth quarter, there will be a 6% increase in students at the Meets or Masters on Reading and Math STAAR	Choose One	
SL-3	By the end of the second quarter, 50% of students will be at Tier 1 for Reading and Math.	Choose One	
SL-4	By the end of the second quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, 100% will have had 3 individual conferences with students to include the teacher or school leader.	Choose One	
PP-2	By the end of the second quarter, 100% of school leaders will utilize classroom/ playground observations and discipline referral data to ensure strategies are being implemented.	Choose One	
PP-3	By the end of the second quarter, 100% of teachers will have had 4 observation feedback cycles and 1 opportunity to practice with peers during PLC.	Choose One	
PP-4	By the end of the second quarter, 100% of teachers will have had 3 opportunities to analyze formal/informal data or student products.	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, 55% of families will be involved in parent groups and/ or activities	Choose One	
PE-2	By the end of the second quarter, 50% of parents surveyed will indicate there was an academic alignment to events, meetings, and activities	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, Black students attendance will be 91%	Choose One	
DE-2	By the end of the third quarter, PreK and Kinder attendance will be 93%	Choose One	
DE-3	By the end of the third quarter, number of students with Discipline referrals that occur in the classroom will be less than 30	Choose One	
DE-4	By the end of the third quarter, discipline referrals for students with disabilities will be less than 55	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, 100% of teachers will have a systematic data collection process in place and provide evidence of instruction effectiveness	Choose One	
SL-2	By the end of the fourth quarter, there will be a 8% increase in students at the Meets or Masters on Reading and Math STAAR	Choose One	
SL-3	By the end of the third quarter, 60% of students will be at Tier 1 for Reading and Math.	Choose One	
SL-4	By the end of the third quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, 100% will have had 3 individual conferences with students to include the teacher or school leader.	Choose One	
PP-2	By the end of the third quarter, the number of discipline referrals in the classroom and playground areas will be reduced from 86 to 50.	Choose One	
PP-3	By the end of the third quarter, 100% of teachers will have had 4 observation feedback cycles and 1 opportunity to practice with peers during PLC.	Choose One	
PP-4	By the end of the third quarter, 100% of teachers will have had 4 opportunities to analyze formal/informal data or student products.	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, 60% of families will be involved in parent groups and/ or activities	Choose One	
PE-2	By the end of the third quarter, 75% of parents surveyed will indicate there was an academic alignment to events, meetings, and activities	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, Black students attendance will be 92%	Choose One	
DE-2	By the end of the fourth quarter, PreK and Kinder attendance will be 95%	Choose One	
DE-3	By the end of the fourth quarter, number of students with Discipline referrals that occur in the classroom will be 40 or less	Choose One	
DE-4	By the end of the fourth quarter, discipline referrals for students with disabilities will be 75 or less	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, K-2 Reading and Math MOY MAP will be 75% for Tier 1 and Growth will be 60%.	Choose One	
SL-2	By the end of the fourth quarter, there will be a 10% increase in students at the Meets or Masters on Reading and Math STAAR	Choose One	
SL-3	By the end of the fourth quarter, 65% of students will be at Tier 1 for Reading and Math.	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, 80% of students will report favorably about growth mindset in regards to their commitment to academics.	Choose One	
PP-2	By the end of the fourth quarter, 75% of students will report favorable about remaining calm when bothered as measure by the Student SEAD Survey	Choose One	
PP-3	By the end of the fourth quarter, 100% of teachers will have practiced observation feedback action items and demonstrate implementation in the classroom.	Choose One	
PP-4	By the end of the fourth quarter, 100% of teachers will have had 5 opportunities to analyze formal/informal data or student products.	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, 65% of families will be involved in parent groups and/ or activities	Choose One	
PE-2	By the end of the fourth quarter, 100% of parents surveyed will indicate there was an academic alignment to events, meetings, and activities	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, Black students attendance rate will increase from 86.5% to 92%.	Choose One	
DE-2	By the end of the year, PreK and Kinder student's attendance rate will increase from 88% to 95%	Choose One	
DE-3	By the end of the year, number of students with Discipline referrals that occur in the classroom will decrease from 55 to 40	Choose One	
DE-4	By the end of the year, discipline referrals for students with disabilities will decrease from 116 to 75	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, K-2 Reading and Math MOY MAP will be 75% for Tier 1 and Growth will be 60%.	Choose One	
SL-2	By the end of the year, there will be a 10% increase in students at the Meets or Masters on Reading and Math STAAR	Choose One	
SL-3	By the end of the year, 65% of students will be at Tier 1 for Reading and Math.	Choose One	
SL-4	By the end of the year,	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, as measured by the Student SEAD Survey, 80% of students will report favorably about growth mindset in regards to their commitment to academics.	Choose One	
PP-2	By the end of the year, 75% of students will report favorably about remaining calm when bothered.	Choose One	
PP-3	By the end of the year, 100% of teachers will have practiced observation feedback action items and demonstrate implementation in the classroom.	Choose One	
PP-4	By the end of the year, 100% of teachers have dedicated time to analyze student work/assessments to drive Tier 1, intervention, and accelerated instruction based on student's performance.	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, 65% of families will be involved with parent group(s) and/ or activities at the school as measured by parent sign-ins for events, meetings, & activities	Choose One	
PE-2	By the end of the year, 100% of Family Engagement events will include a strategic alignment to school academic goal.	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

Committee Members

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

Committee Members

Name	Role	Name	Role
Jennifer McKinney	PK Teacher		
Lidia Ochoa	Kinder Teacher		
Chelsea Ledezma	1st grade Teacher		
Juanita Torres	2nd grade Teacher		
Angela LaFosse	3rd grade Teacher		
Marissa Marchan	4th grade Teacher		
Milagros Pogue	5th grade Teacher		
Erika Bustamante	PE Teacher		
Patrick Cortez	SPED Teacher		
David Trujillo	Community Member		
Lorena Torres	Data Clerk		
Josie Serros	Administrative Assistant		
Gilbert Moreno	Parent		
Melissa DeLeon	Parent		
Vanessa Cartwright	Principal		
Elsie Garcia	Assistant Principal		
Monica Boothroyd	Assistant Principal		
Tijuana Jones	Instructional Coach		
Patricia Moctezuma	Counselor		
Karen Klingsporn	Senior Operations Coordinator		

Assurances and Approval Information

Principal Supervisor Assurance

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

Campus Principal Assurance

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

Campus Name	Campus Number
Highland Hills Elementary	15907- 134
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Vanessa Cartwright	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Attendance – Elementary Goal: 96%

Chronically Absent:

Tier 4 (0-59%) 2%
 Tier 3 (60-69%) 1%
 Tier 2 (70-79%) 7%

[Chronically Absent Report 23-24](#)

Campus Attendance:

PK - 89.9%
 K - 88.3%
 1 - 90.9%
 2 - 91.4%
 3 - 91.2%
 4 - 92%
 5 - 92.8%
 Campus - 91.03%

[Attendance by Grade Level](#)

[HHE Attendance 23-24](#)

Attendance by Race

Hispanic - 91.4
 Black - 86.5
 White - 87.7
 Two or More - 94.4

[Attendance by Race 23-24](#)

Discipline Related Attendance

Students with Discipline Incidents

- Attendance Rate - 89.80%
- Tardy Rate 5.4%

Data Tables

Academics – PK CIRCLE

**GOAL: Reading Tier 1 70%, Reading Growth 60%
 Math Tier 1 70%, Math Growth 80%**

HHE CIRCLE 23-24

WAVE 1

Teacher	Reading Tier 1	Reading Growth	Math Tier 1	Math Growth
McKinney	8%		17%	
Gutierrez	0%		0%	
Leon	0%		0%	
CAMPUS	4%		7%	

WAVE 2

Teacher	Reading Tier 1	Reading Growth	Math Tier 1	Math Growth
McKinney	36	50	59	82
Gutierrez	67	67	67	92
Leon	75	81	69	94
CAMPUS	57	65	63	88

WAVE 3

Teacher	Reading Tier 1	Reading Growth	Math Tier 1	Math Growth
McKinney	89%	94%	94%	100
Gutierrez	82%	82%	73%	91
Leon	88%	100	88%	100
CAMPUS	87%	93%	87%	98

Academics – MAP

MOY Data in relation to Goal

KG: RLA Tier 1 Goal 70- MOY results 57% , RLA Growth Goal 50- MOY results **50%**
 KG: Math Tier 1 Goal 70- MOY results 68%, Math Growth Goal 50- MOY results **73%**
 1st: RLA Tier 1 Goal 70- MOY results 32%, RLA Growth Goal 50- MOY results 33%
 1st: Math Tier 1 Goal 70- MOY results 52%, Math Growth Goal 55- MOY results 38%
 2nd: RLA Tier 1 Goal 70- MOY results 33%, RLA Growth Goal 50- MOY results 44%
 2nd: Math Tier 1 Goal 70- MOY results 33%, Math Growth Goal 50- MOY results 44%

Academics – STAAR

STAAR Interim in relation to Goal

- ❖ ELAR MTS Goal 37- ELAR Interim MTS 13%
- ❖ Math MTS Goal 36- Math Interim MTS 9%

Highland Hills STAAR Interim 2023-2024

TEST #	DNM	APPROACHES	MEETS	MASTERS
ELAR	57%%	15%	13%	15%
MATH	67%%	11%	9%	13%

Discipline

	Std Cnt
Grd	105
PK	5
KG	7
01	11
02	23

	Std Cnt
Gender	105
FEMALE	35
MALE	70

	Std Cnt
Location	105
	17
Arrival	1
Cafeteria	14
Classroom	55
Dismissal	5
Hallways	23

	Std Cnt
Month	105
August	9
September	23
October	20
November	28
December	19

03	30
04	9
05	20

Highways	20
Music	9
Other	15
PE	10
Playground	31
Restroom	6

January	11
February	31
March	25
April	30
May	7

Discipline – Year to Year Comparison

	End of Year Totals for 22-23	Totals for 23-24	
Incidents (admin reviewed and teacher managed)	680	351 (-329, decrease of 48%)	**green = decrease from previous year
Students (admin reviewed and teacher managed)	142	105 (-37, decrease of 26%)	
Classroom	93	55 (-38, decrease of 26%)	**red = increase from previous year
Playground	42	31 (-11, decrease of 26%)	
PK	6	5 (-1, decrease of 16%)	
K	10	7 (-3, decrease of 30%)	
1	17	11 (-6, decrease of 35%)	
2	36	23 (-13, decrease of 36%)	
3	19	30 (+11, increase of 58%)	
4	18	9 (-9, decrease of 50%)	
5	36	20 (-16, decrease of 45%)	

Insight Survey

3. Instructional Planning

- a. I collaborate at least weekly with teachers and leaders at my school to improve my instructional plans based on student responses to tasks. 59%- **55%**
- b. My school has dedicated time for me to analyze student work and/ or assessments and plan future instruction based on student's performance. 38%- **52%**

4. Observation and Feedback

- a. When I get feedback after an observation, I receive support to implement those changes (someone models suggestions for me, I have time to practice outside of class) 41%- **48%**
- b. I regularly discuss feedback about my teaching with an instructional leader at my school. 45%- **48%**

[Insight Survey School Report](#)

[Insight Survey Focus Areas](#)

SEAD Student Survey

SEAD Student Survey:

- [School Safety](#) > Disrespect at School
HHE - 24%
SAISD - 29%
- [Self Management](#) > Remain calm when bothered
HHE - 37%
SAISD - 46%
- [Self Management](#) > Temper under control
HHE - 43%
SAISD - 59%
- [Growth Mindset](#) > Possibility to Change : How easily you give up
HHE - 63%
SAISD - 37%

[HHE Student SEAD Survey](#)

Demographics: Attendance
[Chronically Absent Report 23-24](#)
[Attendance by Grade Level](#)
[HHE Attendance 23-24](#)
[Attendance by Race 23-24](#)

Processes & Programs: Insight
[Insight Survey School Report](#)
[Insight Survey Focus Areas](#)

Student Learning: Academics- Map
[All Campus Data](#)
[BOY- MOY Fluency by Grade Level](#)
[BOY- MOY Growth by Grade Level](#)
[BOY- MOY Growth by Teacher](#)

Perceptions: SEAD Student Survey
[HHE Student SEAD Survey](#)

Student Learning: Academics- STAAR
[All Campus Data](#)
[STAAR Campus and Grade level summaries 22-23](#)
[23-24 Performance Objectives](#)

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.

Title I Campus Program Requirements

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:		Equitable Availability of the Campus Improvement Plan to Parents			
<input checked="" type="checkbox"/>	At-Risk Support	Physical Locations of the Plan	Main Office & Parent Room		
<input type="checkbox"/>	CCMR - Secondary	Languages Available	English and Spanish		
<input checked="" type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input checked="" type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input checked="" type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy	Main Office & Parent Room		
<input checked="" type="checkbox"/>	Parent & Family Engagement	Languages Available	English and Spanish		
<input checked="" type="checkbox"/>	Physical Activity	URL to Online Version	https://schools.saisd.net/upload/template/0269/docs/HHEParentEngagementPolicy24-25.pdf		
<input checked="" type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input checked="" type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact	Main Office & Parent Room		
<input checked="" type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available	English and Spanish		
<input checked="" type="checkbox"/>	Social and Emotional Support	URL to Online Version	https://schools.saisd.net/upload/template/0269/docs/ParentCompact24-25a.pdf		
<input checked="" type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input checked="" type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input checked="" type="checkbox"/>	Support for Special Populations	Parent/ Teacher Conferences, paper distribution	10/25/2024		
<input checked="" type="checkbox"/>	Transition PK to K	Bi-Weekly Parent Newsletter	9/30/2024		
<input checked="" type="checkbox"/>	Violence Prevention/Intervention				

Title I Compliance Documentation and Submissions

Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)

Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CNA Processes	
	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	CNA_CIP Artifacts	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	Quarterly Reviews	
	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.	134_03_highlandhills_cip_2023_2024.pptx	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Quarter 4	
	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	Parent Family Engagement Policy	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	School Parent Compact	
	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))			
	Dated invitations/notices of a minimum of 2 meetings		
	Presentation/Slide Deck and agendas for both meetings		

Documentation and Submissions

	Title I Meetings	CIP was presented to parents & families during Title I meeting presentation as noted on agenda	Google Shared Folder	
		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			