Campus Improvement Plan
2023-2024

Highland Park Elementary

Table of Contents

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.

Comprehensive Needs Assessment Process

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
Meeting #1 **May 18, 2023**	Demographics- We reviewed the following reports: Demographics Report, Class #s, Absence Summary, 22-23 Attendance Rate by Week Report, 22-23 Discipline Report and created problem statements and root cause statements. Perceptions- We reviewed the following reports: Learning Walks Reflections, PD staff feedback and created problem statements and root cause statements. Student Learning- We reviewed the following reports: T-TESS ratings, CIRCLE, EOY MAP data and created problem statements and root cause statements.
Meeting #2 **June 1, 2023**	Student Achievement- We reviewed CIRCLE, MAP, and preliminary STAAR data and created problem statements and root cause statements. Perceptions- We examined parent sign in sheets and parent engagement opportunities for the 2022-23 school year.

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 2022-23 CIP:
- Attendance- While we did increase our attendance rate from 90% - 92%, we did not reach our goal of 94%. We will continue with quarterly OWLstanding awards ceremonies and add outdoor play time and board game events for perfect attendance.
- Some progress was made in increasing family participation. We will continue to offer more events for parents to attend and participate in.
- After school clubs were well attended. We will continue having clubs, but will focus them on UIL competition.
- Behavior incidents decreased and campus received the Kindness badge from the SEAD department. We will continue with PBIS, adding Dojo dollars and a school store.
- While staff retention was not 100%, we had just one teacher transfer and one resignation. We will continue to support teacher SEL by providing special treats throughout the year.
- EOY MAP Tier 1 goal was met. We will continue with daily Heggerty and Guided Reading, focusing on guided reading lessons. We will dedicate two PLC meetings per month to high yield instructional strategies; one in reading and one in math.
- We completed six campus wide Learning Walks. Feedback from teachers was good and we plan to do one Learning Walk each quarter next year.

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	Attendance Records	PS DE-1	We did not meet our goal of 94% average daily attendance rate.
		RC DE-1	Attendance incentives were helpful but not sufficient in meeting our goal due to only being done once per quarter.
Student Enrollment	Dual Language Enrollment	PS DE-2	Average dual language class size is 16, average monolingual class size is 20.
		RC DE-2	As a campus, we did not self promote the dual language program.
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	Average daily attendance rate increased from 90% in 2021-22 school year to 92% in 2022-23 school year. 2022-23 goal was 94% ADA. Student enrollment in our dual language classes increased from BOY 2022-23 to projected BOY 2023-24. Class sizes by grade level: Dual Language: PK 21. KG 12, 1st 17, 2nd 16, 3rd 11, 4th 16, 5th 18 Monolinugal: PK 18 & 19, KG 18 & 19, 1st 21 & 20, 2nd 21 & 20, 3rd 20 & 19, 4th 23 & 23, 5th 16 & 15.		

Comprehensive Needs Assessment – Student Learning

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 Achievement	Preliminary STAAR	PS SL-1	Based on preliminary STAAR data, we did not get an A rating.
		RC SL-1	Best practices for Tier 1 instruction have not been successfully implemented.
PreK Readiness	Circle Data	PS SL-2	Based on the data, we did not meet our goal of 70% PreK students being Kinder Ready.
		RC SL-2	Guided reading lessons are not focused on intentional strategies to address specific reading concepts.
Student Growth	MAP	PS SL-3	Based on the MAP data, we did not meet our goal of 50% reading growth in KG, 1st, 4th, and 5th. We also did not meet 50% math growth in 1st, and 4th grade.
		RC SL-3	Tier 1 instruction has not been sufficient to ensure students are on grade level.
		PS SL- 4	
		RC SL-4	
Data Determinations	CIRCLE Data, MAP, and preliminary STAAR data showed that goals in each of these areas were not met.		

Comprehensive Needs Assessment – Processes & Programs

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**
T-TESS	T-TESS EOY Ratings	**PS PP-1**	Based on T-TESS data, 5 of 27 teachers scored developing in 2.2 Content Knowledge.
		RC PP-1	We have not provided sufficient opportunities for teachers to study the content for their grade level and unpack the TEKS.
Student Behavior	Office Referrals	**PS PP-2**	18 office referrals were submitted in the 22-23 school year resulting in 13 days of in school suspension and 8 days of out of school suspensions.
		RC PP-2	There has been inconsistent implementation of behavior management and/or SEL strategies.
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	We found that the area with the most developing was 2.2 Content Knowledge and Expertise.		

Comprehensive Needs Assessment – Perceptions

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**	
Learning Walks	Reflection Sheets	**PS PE-1**	Less than 100% of students are responding to questions in complete sentences.
		RC PE-1	Teachers are not holding students accountable for answering in complete sentences.
Parental Engagement	Surveys, Event Sign-In, engagement calendar	**PS PE-2**	Parent engagement in for some events (principal coffee, Literacy Night) have not had a big attendance.
		RC PE-2	We did not connect student performances to information sessions.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	Teachers reflected that after completing Learning Walks they noticed that students were not responding to questions using complete sentences. EOY Surveys showed that teachers desire more professional development opportunities in the areas of reading and behavior management.		

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1,2,3,4	By the end of the year, campus will have 94% or higher ADA. **Demographics 1**	Campus will implement monthly attendance incentives set by the attendance committees. Incentives can include. board games, ice cream parties, movies, field trips. Campus will hold weekly attendance committee meetings.	Attendance Committee	461- snacks for students, field trip entrance and buses
		Quarterly KPIs	By the end of Q1, campus will have had an attendance incentive for students with perfect attendance in September. By the end of Q2, campus will have had attendance incentives for students with perfect attendance in October, November, and December. By the end of Q3, campus will have had attendance incentives for students with perfect attendance in January, February, and March. By the end of the year, campus will have 94% or higher ADA.		
DE-2	1	By the end of the year, campus will retain one dual language classroom at every grade level. **Demographics 2**	Campus will increase students enrolled in dual language classroom by increasing community awareness of dual language program.	Admin Team, Data Clerk, and Dual Language Teachers	211-snacks for parent awareness night dual language sign,
		Quarterly KPIs	By the end of Q1, campus will purchase and display dual language sign on the fence. Data clerk will identify dual language students who are not in attendance and call/make home visits to ensure students who are enrolled are attending. By the end of Q2, campus will offer dual language awareness night. By the end of Q3, campus will offer dual language program for parents and community. By the end of the year, campus will retain one dual language classroom at every grade level.		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

11

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2,3	By the end of the year, students in grades 4 and 5 will meet growth goal of 88% as measured by STAAR. **Student Learning 1**	Campus will provide high quality instructional materials and aligned assessments. Campus will provide tutoring to students in 3rd-5th grade during and after school. After the Bell will be utilized for some of the after school tutoring.	Principal, Assistant Principal, Instructional Coach	282- $5,481.30 Think Up Instructional Resource 211- $20,000 After School Tutoring 211- $13,950 part time IA
		Quarterly KPIs	By the end of Q1, campus will provide Think Up workbooks in Reading and Math for 3rd-5th grade students and Think Up workbook in Science for 5th grade students. By the end of Q2, 3rd-5th grade teachers will use Think Up workbooks in their daily lessons. By the end of Q3, students in grades 3-5 will meet growth goal of 70% as measured by STAAR Interim from fall to spring. By the end of the year, students in grades 4 and 5 will meet growth goal of 88% as measured by STAAR.		
SL-2	1,2	By the end of the year, 70% of PreK 4 students will be Kinder Ready as measured by CIRCLE. **Student Learning 2**	Campus will provide high impact instructional strategies to PK teachers during each of the five PD days (Sep 15, Oct 16, Jan 2, Feb 9, Mar 18). Principal and Assistant Principal will monitor use of strategies during walkthroughs and provide feedback to teachers and instructional assistants.	Principal, Assistant Principal, Instructional Coach, PK Teachers, PK IAs	
		Quarterly KPIs	By the end of Q1, 40% of PreK 4 students will be Kinder Ready as measured by BOY CIRCLE. By the end of Q2, 50% of PreK 4 students will be Kinder Ready as measured by PreK assessment. By the end of Q3, 60% of PreK 4 students will be Kinder Ready as measured by MOY CIRCLE. By the end of the year, 70% of PreK 4 students will be Kinder Ready as measured by EOY CIRCLE.		
SL-3	1,2,3	By the end of the year, 100% of students in KG-5th grade will move at least one Tier level as measured by MAP. **Student Learning 3**	Campus will purchase and train K-5 teachers on the effective use of Flocabulary as part of their lessons. Admin team will check lesson plans and monitor use of flocabulary in the classroom.	Principal, Assistant Principal, Instructional Coach	164- Flocabulary license for K-5 $2,001
		Quarterly KPIs	By the end of Q1, campus will purchase and train 100% of K-5 teachers on the use of Flocabulary. Campus will implement Jan Richardson book study during one PLC meeting per month. By the end of Q2, admin team will continue to monitor the use of Flocabulary in K-5 classrooms and guided reading lessons in K-2 classrooms. By the end of Q3, 100% of teachers in K-5 classes will use Flocabulary By the end of the year, 100% of students in KG-5th grade will have moved at least one Tier level as measured by MAP.		

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						
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-4	1,3	By the end of the year, 100% of students in KG-2nd grade will move at least one Tier level as measured by MAP. **Student Learning 3**	Campus will provide Guided Reading lesson training during PLC meetings for K-2 teachers. Admin and IC will monitor guided reading lessons and coach teachers needing additional support.	Principal, Assistant Principal, IC	
		Quarterly KPIs	By the end of Q1, campus will train 100% of K-2 teachers on guided reading processes and procedures. Campus will use Jan Richardson books and begin book study during weekly PLC meetings. By the end of Q2, admin team will continue to monitor guided reading lessons in K-2 classrooms. By the end of Q3, 100% of K-2 teachers will conduct daily guided reading lessons. By the end of the year, 100% of students in K-2 will move at least one tier level as measured by MAP.		

Plan for Improvement – Processes & Programs

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	1,2,3	By the end of the year, T-TESS ratings in Dimensions 2.2 Content Knowledge will increase to Proficient or Above for 100% of teachers. **Processes & Programs 1**	50% of PLC meetings will focus on high quality instructional practices and studying grade level content in Reading and Math.	Principal, Assistant Principal, Instructional Coach	
		Quarterly KPIs	By the end of Q1, four PLC meetings will have a focus on grade level content and study of grade level TEKS. By the end of Q2, three additional PLC meetings will have a focus on grade level content and study of grade level TEKS. T-TESS walkthroughs will reflect that 80% of teachers score Proficient or Above on Dimension 2.2 By the end of Q3, three additional PLC meetings will have a focus on grade level content and study of grade level TEKS. T-TESS walkthroughs will reflect that 90% of teachers score Proficient or Above on Dimension 2.2 By the end of the year, T-TESS ratings in Dimensions 2.2 Content Knowledge will increase to Proficient or Above for 100% of teachers.		
PP-2	4	By the end of the year, behavior incidents will decrease to ensure that less than 12 suspensions will be assigned. **Processes & Programs 2**	Professional development on behavior management and social emotional strategies will be provided.		
		Quarterly KPIs	By the end of Q1, campus will have less than 5 suspension days will be assigned. By the end of Q2, campus will have less than 8 suspension days will be assigned. By the end of Q3, campus will have less than 10 suspension days will be assigned. By the end of Q4, campus will have less than 12 suspension days will be assigned.		
PP-3		By the end of the year, behavior incidents will decrease to ensure that less than 12 suspensions will be assigned. **Processes & Programs 2**	Campus will promote Kindness and Positivity by using social emotional strategies and offering cool down areas before referral to the office.		282- $5,000 SEL/Wellness & Care Items
		Quarterly KPIs	By the end of Q1, campus will have less than 5 suspension days will be assigned. By the end of Q2, campus will have less than 8 suspension days will be assigned. By the end of Q3, campus will have less than 10 suspension days will be assigned. By the end of Q4, campus will have less than 12 suspension days will be assigned.		
PP-4					
		Quarterly KPIs			

14

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	1,2,3	By the end of the year, student's responding to teacher questions in complete sentences will increase to 90% as measured by formal and informal observations.	Professional development in high-yield instructional practices focused on student accountable talk will be provided. Admin team will conduct learning walks focused on accountable talk.	Principal, Assistant Principal, IC	
		Quarterly KPIs	By the end of Q1, campus will imbed one high yield instructional practice focused on accountable talk into four PLC meetings. By the end of Q2, walkthroughs and observations will show at least 70% of student's responding in complete sentences. By the end of Q3, walkthroughs and observations will show at least 80% of student's responding in complete sentences. By the end of the year, student's responding to teacher questions in complete sentences will increase to 90% as measured by formal and informal observations.		
PE-2	4	By the end of the year, campus will provide 8 opportunities for families to engage in school activities with an average of at least 100 parents in attendance at each event.	Campus will schedule at least eight events for parents to attend to get information about campus, curriculum, required Title 1 Annual meeting, review and revise Parent Compact and PFEP, Campus Improvement Plan, Value & Utility of Parents, campus data, ways to help students at home.	Principal Assistant Principal, IC	211- $1307 flyers, agendas, make and take materials 211- $1307 refreshments for parent meetings
		Quarterly KPIs	By the end of Q1, campus will have provided 2 family engagement opportunities with an average of at least 100 parents in attendance. By the end of Q2, campus will have provided 4 family engagement opportunities with an average of at least 100 parents in attendance. By the end of Q3, campus will have provided 6 family engagement opportunities with an average of at least 100 parents in attendance. By the end of the year, campus will have provided 8 opportunities for families to engage in school activities with an average of at at least 100 parents in attendance.		
PE-3		By the end of the year, campus will recruit 10 dads/male guardians to serve as campus Watch D.O.G.S	Campus will recruit dads or male guardians to serve as mentors for the Watch D.O.G.S. program. Male role models will volunteer on campus at least once per month to help with morning drop off, lunch duty, reading to students, helping in the classroom, and after school pick up.		
		Quarterly KPIs	By the end of Q1, campus will have recruited 4 males to serve as Watch D.O.G.S. By the end of Q2, campus will have recruited 6 males to serve as Watch D.O.G.S. By the end of Q3, campus will have recruited 8 males to serve as Watch D.O.G.S. By the end of Q4, campus will have recruited 10 males to serve as Watch D.O.G.S.		
PE-4					
		Quarterly KPIs			

Quarter 1 Formative Review

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

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

Quarter 2 Formative Review

	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

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

Quarter 3 Formative Review

2.2 – Third Quarterly Review Meeting				
The CAC will use artifacts and data to check KPI progression for all strategies.				
GPS	**Quarter 3 KPI**	**Q3 Rating**	**Findings / Next Steps**

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

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

Quarter 4 Formative Review

DI - Discontinue| Roll Over to Next Year |MT – Met Target | MTB - Met Target and Going to Build on It Next Year

Quarter 4 Summative Review

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

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				

#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount

Quality Checklists

Campus Improvement Plan Quality Checklist

Comprehensive Needs Assessment - Problem Statements and Root Causes

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

Improvement Plan – Performance Objectives

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

Improvement Plan – Strategies

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

Federally Required Strategies – Do we have strategies that address -

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

Equitable Availability of the Campus Improvement Plan to Parents | Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	Highland Park front office	Physical Locations of the Plan	Highland Park front office
Languages Available	English. Spanish upon request.	Languages Available	English and Spanish
URL to Online Version		URL to Online Version	

Equitable Availability of Parent-Family Engagement Policy to Parents

Physical Locations of the Policy		How and When was the PFE Policy Distributed
Languages Available	English and Spanish	
URL to Online Version		

Documentation and Submissions

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		
	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, and 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		

Documentation and Submissions

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 Park Elementary School	15907- 135
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	Dr. Joanelda De Leon
Principal	**SAISD Board Approval Date**
Virginia parker	
Date #1 Presented to Stakeholders	**Date #2 Presented to Stakeholders**
August 11, 2023	

Committee Members

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

Name	Role	Name	Role
Virginia Parker	Principal		
Laura Romero	Assistant Principal		
Laura Arcos	Instructional Coach		
Tracy Monju	Counselor		
Lisa Ramirez	PreK Teacher		
Lisa Martinez	KG Teacher		
Dena Gandy	1st Grade Teacher		
Veronica Romo	2nd Grade Teacher		
Rita Guerra	3rd Grade Teacher		
Melinda Minerd	4th Grade Teacher		
Yvonne Cardona	5th Grade Teacher		
Meghan Huesing	Special Education Teacher		
Sylvia Castillo	School Secretary		
Jaime Brown	District Representative		
VACANT	Community Member		
Cordoway	Parent		
Guerrero	Parent		

Data Tables