



Campus Improvement Plan

2023-2024



Collins Garden Elementary

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Board of Trustees



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Dr. Jaime Aquino**

VISION

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

MISSION

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

CORE VALUES

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

CORE BELIEFS

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

SAISD 5 Year Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Campus Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 41% in August 2023, to 60% 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 100% in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

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

CNA Development Dates	Meeting Topics and Actions
Meeting #1 May 4, 2023	The committee reviewed the summative evaluation for the CIP. Each of the four areas were reviewed for data, problem statements and root causes. Demographics, perceptions, student learning, and programs and processes were reviewed. Student learning and programs and processes will be reviewed at the next meeting; new data will be available for review.
Meeting #2 May 22, 2023	Student learning: The committee examined end of the year MAP data and created problem statements/root cause statements. Processes and Programs: professional growth, routines, PLCs and PLN learning

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

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

- Campus staff implemented attendance expectations, procedures and routines to improve student attendance from 87% to 90% by the end of the 22-23 school year. Student attendance has continued to decline below 95% for the last four years; the campus will continue to focus on improving student attendance by implementing efficient tracking and monitoring system.
- While the campus provided professional development to all teachers on Branching Minds there is still a need in understanding MTSS procedures in order to increase student growth by 80% and improve student performance to 70%.
- Based on EOY MAP data in all grade levels, professional development will focus on unpacking TEKS, identifying lesson objectives that meet depth and complexity of the TEKS, and how to explicitly teach the standards using the district curriculum.

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.			
Demographics (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Attendance	Current attendance report with historical for campus, grade levels, and teachers.	PS DE-1	The attendance rate has declined to below 95% for the last four years.
		RC DE-1	Chronic absenteeism was not effectively addressed.
Student Groups/ Emergent Bilingual	TELPAS	PS DE-2	2022-2023 TELPAS results did not meet growth expectation on state accountability.
		RC DE-2	Students needed more practice with testing on the computer and typing the writing portion,
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	<ul style="list-style-type: none"> The campus attendance did increase from the previous year. 2022-23 attendance 91.2%. Grades PK-1st grade were below 90%. Use of the attendance cards to contact parents daily supported attendance. There was little to no teacher turnover for the 22-23 school year. The loss of the FACE Specialist in December affected the amount of home visits that were able to be conducted to support chronic absenteeism. The overall TELPAS score did not decrease from the previous school year; the state standard for meets increased. 		

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	
Grade level Readiness	MAP Data	PS SL-1	In grades K-2, 24% of students are performing at Tier 1 while 47% students in grades 3-5 are performing at Tier 1 in the area of reading. 1st grade scores on MAP Fluency- Oral reading 15% and Sentence Reading 13%.
		RC SL-1	Inconsistent systems for instructional planning, delivery of Tier 1 instruction, and assessment (formative and summative).
Grade Level Readiness (All Levels)	MAP Data STAAR	PS SL-2	Across grades K-5, only 44% of students are performing at a Tier 1 level on MAP in the area of math. On the 5th grade STAAR, 44% of the 5th grade students passed the assessment and 17% performed at grade level.
		RC SL-2	Inconsistent systems for instructional planning, delivery of Tier 1 instruction to include hands-on learning, and assessment (formative and summative).
Grade Level Readiness (All Levels)	Circle	PS SL-3	26% of the students scored at Tier 1 in the area of reading and 45% scored at Tier 1 in math.
		RC SL-3	Lack of resources to support early literacy and numeracy.
		PS SL-4	
		RC SL-4	
Data Determinations	In the past two years an average of 20% of all students scored at the “Meets Reading and 7% of all students scores at the Masters Reading” levels as indicated by 21-22 STAAR results. An average of 15% of all students scores at the “Meets Math and 5% of all students scores at the Master Math” level as indicated by 21-22 STAAR results. 1st grade MAP Foundational skills scored at 85% was maintained from last year and was higher than the district average of 78%.		

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	
MTSS	Grade level meeting (collaboration) Grade-level agendas Grade-level sign-in PLN MAP EOY 22/23	PS PP-1	With 40% of students on Tier 1 in reading and math, the campus is in need of systems to identify student needs and interventions for Tier 2 and Tier 3 students.
		RC PP-1	As a campus we have not identified and implemented consistent intervention strategies to meet the needs of Tier 3 students.
Professional development/PLC	Insight data	PS PP-2	Teachers who participated in the Insight survey responded that support was not provided to implement changes to their instruction based on feedback(21-22 SY 48% to 22-23 SY 24%), or were not satisfied with the support received for instructional planning(21-22 SY 36% to 22-23SY 28%) as compared to the previous school year.
		RC PP-2	As a campus, teachers are inconsistently planning and delivering high yield strategies to meet the needs of all learners and instructional leaders were not consistently following up on instructional feedback. PLN time focused on professional development trainings and information.
SEL	# of crisis referrals	PS PP-3	Students demonstrated a need for more SEL and counseling support. The number of referrals
		RC PP-3	SEL was not a continued focus throughout the school year, lack of training and experiences for students and adults, and there was only 1 counselor.
		PS PP-4	
		RC PP-4	
Data Determinations	The campus has routines and structures in place to support a weekly 90 minute PLC time. Based on the the Insight data, teachers perceive that the learning environment is safe, productive, and a good place to teach and learn. The campus has 2TEA designated recognition teachers as of the end of the 22-23 school year. The campus uses PBIS as a structure to support student behavior. Overall, discipline resulted in 6 PEIMS reported incidents throughout the 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.

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Parental Engagement	Insight Survey	PS PE-1	Lack of opportunities for parents to engage in campus activities and participate in training on educational resources and strategies to support student learning.
		RC PE-1	Lack of assumed responsibility of the FACE specialist role after December.
Staff Engagement	22-23 insight survey	PS PE-2	Based on the 22-23 Insight Survey, 28% of the teacher that participated indicated that they had an opportunity to provide input on key school decisions that affected them and perceived that their feedback was valued. These areas had a drop of at least 25% as compared to the previous school year.
		RC PE-2	Limited and inconsistency in staff communication (i.e. faculty meeting on Zoom only)
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	<p>Insight survey demonstrated a score of 2.8 in the domain of Family and community engagement.</p> <p>The campus host the following family events: Movie Night, Winter Showcase, Kindness in the Game, G/T Night, kinder round-up</p> <p>Events were well attended by families who received the communication.</p> <p>Most of the events focused on family engagement activities vs.instructional events.</p>		

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	Increase school wide attendance percentage to 95%	Implement a campus-wide system for monitoring student attendance resulting in an annual attendance rate of 95%. The campus attendance committee will monitor and track attendance, identify trends and chronic absenteeism, organize incentives, and address concerns with parents. <ul style="list-style-type: none"> • Daily attendance check & parent contact Weekly Attendance review • Students will be recognized for perfect attendance by classroom • Attendance celebration for students with 95% perfect attendance Class attendance recognition	Schoolwide Success & Student Attendance Committee Administration	211, 284, 164, ESSER Incentives, awards, presenters, field trips \$3000
		Quarterly KPIs	Q1: Attendance average by the end of the 1st 9 weeks is 97% Q2: Attendance average by the end of the 2nd 9 weeks is 96.5% Q3: Attendance average by the end of the 3rd 9 weeks is 95.5% Q4: Attendance average by the end of the 4th 9 weeks is 95%		
DE-2	3	Increase TELPAS met growth score by 15%.	Implement K-12 Summit program to provide reinforcement and practice for Emergent Bilingual students of language acquisition skills.	Admin Team and Instructional Coach Teachers	ESSER-\$800
		Quarterly KPIs	Q1-By the end of the 1st nine weeks, 100% of dual language teachers will be trained on the K-12 Summit. Q2-By the end of the 2nd nine weeks, 50% of students will be utilizing the program consistently. Q3-By the end of the 3rd nine weeks, 100% of students will be utilizing the program consistently. Q4-By the end of the 4th nine weeks, at least a 15% increase on TELPAS growth met.		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1	Grades K-2 will achieve 50% or higher in MAP reading growth.	Use of flexible small groups to target skills.	Administration Instructional Coach Teachers	211, 284, 164 PD Supplemental resources 4,000
		Quarterly KPIs	Q1-By the end of the 1st nine weeks, BOY MAP assessment will provide a baseline and teachers will set goals. Q2-By the end of the 2nd nine weeks, each class will have a growth rate of at least 20% Q3-By the end of the 3rd nine weeks, 100% students not demonstrating growth will be provided small group intervention. Q4-By the end of the 4th nine weeks, 70% of the students will demonstrate growth on MAP Reading.		
SL-2	1	By the end of the 23-24 school year, we will increase the number of students performing on grade level by 10% and as measured by STAAR,MAP, circle in all content areas.	In Reading and Writing, all teachers will implement reading and writing connections that will embed the gradual release of responsibility model, TEKS aligned literacy centers, on grade level text with a reader's response and pre-planned and rigorous questions with a focus on comprehension, assessment with daily exit tickets, and other best practices and learning experiences that support vocabulary and student-to- student communication.	Admin Team and Instructional Coach teachers	211, 284, 164 PD Supplemental resources 2,000
		Quarterly KPIs	By the end of Quarter 1 we will increase the number of students performing on grade level by 3%. By the end of Quarter 2 we will increase the number of students performing on grade level by 6%. By the end of Quarter 3 will increase the number of students performing on grade level by 8%. By the end of Quarter 4, we will have increased the number of students performing at or above grade level by 10%.		
SL-2	1	By the end of the 23-24 school year, we will increase the number of students performing on grade level by 10% and as measured by STAAR,MAP, circle in all content areas.	For the 2023-2024 school year, teachers will implement writing in math and science to focus on problem-solving and reflection. Hands-on practices will be embedded in lessons to increase student engagement. Teachers will provide learning experiences to improve vocabulary and making connections.	Admin Team and Instructional Coach, teachers	211, 284, 164 PD Supplemental resources field trips 7,000
		Quarterly KPIs			
SL-4					
		Quarterly KPIs			

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	100% of K-5 students will be progress monitored in the area of math to decrease Tier 3 Branching Minds.	Implement progress monitoring tracking sheet for mathematics based on essential foundational skills for each grade level and celebrate student success.	Instructional coach, Administration, CAC	211, 284, 164 Intervention and Enrichment materials, resources, PD
		Quarterly KPIs	Q1-By the end of the 1st nine weeks, a progress monitoring system will be in place. Q2-By the end of the 2nd nine weeks, MOY MAP data will be collected to reflect a decrease in Tier 3 from BOY data. Q3-By the end of the 3rd nine weeks, 100% of teachers will be implementing the progress monitoring system. Q4-By the end of the 4th nine weeks, EOY MAP data will be collected to reflect a decrease in Tier 3 from MOY data.		
PP-2	1,2	Provide instructional feedback and support with planning to improve insight survey score by 50%.	Structure PLC time to include intentional planning time and professional development on high-yield practices during 50/50 days and faculty meetings.	Instructional coach, Administration, CAC	SCE 4,000 ESSER 4,000
		Quarterly KPIs	Q1-By the end of the 1st nine weeks,teacher survey will indicate a 20% increase in their satisfaction with instructional planning support & feedback. Q2-By the end of the 2nd nine weeks, teacher survey will indicate a 10% increase in their satisfaction with instructional planning support & feedback. Q3-By the end of the 3rd nine weeks,teacher survey will indicate a 10% increase in their satisfaction with instructional planning support & feedback. Q4-By the end of the 4th nine weeks,teacher survey will indicate a 10% increase in their satisfaction with instructional planning support & feedback.		
PP-3		Decrease the number of crisis referrals by 25%.	The campus will provide more SEL opportunities for students and adults. The counselor will provide more guidance lessons and more counseling opportunities through CIS, FACE specialist, and counselor	CIS, FACE Specialist, Counselor, Administration	ESSER \$ 5000
		Quarterly KPIs	Q1-By the end of the 1st nine weeks, 2 SEL activities will take place on campus and classes should have had 2 guidance lessons. Q2-By the end of the 2nd nine weeks, CIS counseling set, reaching 75% of caseload. Q3-By the end of the 3rd nine weeks, the campus should have had 5 SEL activities and counseling groups established. Q4-By the end of the 4th nine weeks, CIS should report 100% of caseload reached and 6 SEL activities taken place on campus.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	Increase the amount of opportunities for the community to engage in campus activities to support student school success by 50%.	Create a volunteer program that can become a parent led group by the end of the school year.	FACE Specialist and CAC Members Administration	
		Quarterly KPIs	Q1-By the end of the 1st nine weeks, establish 3 parent volunteers for the campus. Q2-By the end of the 2nd nine weeks, establish 6 parent volunteers for the campus. Q3-By the end of the 3rd nine weeks, establish 9 parent volunteers for the campus. Q4-By the end of the 4th nine weeks, establish 12 parent volunteers for the campus.		
PE-1		Increase the amount of opportunities for the community to engage in campus activities to support student school success by 50%.	Host parent trainings on a variety of topics for families and create resources for parents that support student learning and achievement. -Parent Cafecitos hosted regularly either during the day and after school.	FACE Specialist and Administration	211-6399 \$1400 211-6499 \$1400 Supplies 211-ESSR-\$1,500
		Quarterly KPIs	Q1-By the end of the 1st nine weeks,host 3 sessions.. Q2-By the end of the 2nd nine weeks, host 5 sessions. Q3-By the end of the 3rd nine weeks,host 7 sessions. Q4-By the end of the 4th nine weeks, host 9 sessions.		
PE-1		Increase the amount of opportunities for the community to engage in campus activities to support student school success by 50%.	Host School-Wide family/community events to promote the campus student and family engagement.	FACE Specialist ,Administration, Parent Success Committee, School-wide Success Committee	211, 284, 164 PD Supplies for SEL Refreshments Events 2000 ESSR \$2000
		Quarterly KPIs	Each event will have an attendance of more than 50% of the campus number of students.		
PE-2		Increase opportunities for staff to provide input on school-wide decisions to improve insight survey score by 50%.	Establish school-wide committees and hold monthly leadership meetings to provide opportunities for teachers to collaborate and lead school-wide initiatives.	Administration	ESSR-\$4,000
		Quarterly KPIs	Q1-By the end of the 1st nine weeks teacher survey will indicate a 20% increase in their perception of feeling valued		

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

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps

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

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps

2.2 – Third Quarterly Review Meeting

The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps

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

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps

3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives

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

Performance Objective	Q4 Rating	Findings / Next Steps

District Purchases

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.

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

Campus Improvement Plan Quality Checklist

Comprehensive Needs Assessment - Problem Statements and Root Causes

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

Improvement Plan – Performance Objectives

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

Improvement Plan – Strategies

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

Federally Required Strategies – Do we have strategies that address -

Accelerated Learning		Support for Special Populations		Parent & Family Engagement		Students Not On Grade Level	
Recruiting/Retaining Teachers		Violence Prevention/Intervention		Professional Development		Dropout Prevention / Enrollment	

Equitable Availability of the Campus Improvement Plan to Parents

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	
Languages Available	
URL to Online Version	

Physical Locations of the Plan	
Languages Available	English & Spanish
URL to Online Version	https://schools.saisd.net/upload/template/0254/docs/23%2024CollinsGardenCompact.pdf

Equitable Availability of Parent-Family Engagement Policy to Parents

Physical Locations of the Policy	
Languages Available	English and Spanish
URL to Online Version	

How and When was the PFE Policy Distributed	
At the Annual Title 1 Meetings	
Parent conferences	
Accessible in the front entrance	

Title I Compliance Documentation and Submissions

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

Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Title I Compliance Documentation and Submissions			
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	Google Shared Folder	
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Assurances and Approval Information

Assistant Superintendent Assurance

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

Campus Principal Assurance

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

Campus Name	Campus Number
Collins Garden	15907- 116
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Joanela DeLeon
Principal	SAISD Board Approval Date
Jennifer Ruiz	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Data Tables