

Campus Improvement Plan

2024 - 2025



Collins Garden Elementary 2024-2025

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	8
Student Learning - CNA Problem Statements and Root Causes	9
Processes and Programs - CNA Problem Statements and Root Causes	10
Perceptions - CNA Problem Statements and Root Causes	11
Demographics - Plan for Improvement	12
Student Learning - Plan for Improvement	13
Processes and Programs - Plan for Improvement	14
Perceptions - Plan for Improvement	15
First Quarterly Review	16
Second Quarterly Review	17
Third Quarterly Review	18
Fourth Quarterly Review	19
Annual Summative Review	20
Assurances and Plan Approval Information	21
Committees Members	22
Data Tables	23

Board of Trustees



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VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

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

CNA Meeting Dates	Meeting Topics and Actions
Meeting #9 04/29/2024	CAC Meeting Minutes 04.29.24
Meeting #10 05/20/2024	https://docs.google.com/document/d/1eWZgpEK-1V6ADFUVzuemJcy1nIjfBJQt4UdCwC11wE/edit

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

The committee reviewed and rated the goals and objectives from 23-24 school year and identified ones that would continue for the 24-25 school year:

1. Gains in attendance during the 23-24 school year led us to increase next years and we reflected on the practices we needed to improve.
2. We adjusted our learning goals to be reflective of progress monitoring to support foundational learning in K-2.
3. We decided we needed specific instructional strategies to align our instructional practices.
4. The KPIs were hard to measure for the achievement goals so we decided to evaluate how we set the KPI and align them to specific data to set improvement expectations.

Comprehensive Needs Assessment Process

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	x	Anecdotal data from programs	
STAAR Domain 3 Data		GT Service Records		Classroom Observation Data		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	Application Usage (Summit K-12)	

Student Learning

STAAR/EOC Results	x	Local Benchmark Results		State Interim Results		MAP Data	x
CIRCLE Data	x	CBA and Local Formative Results		PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions		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		Calendar of Events	x	RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities		MTSS Data		Branching Minds	x	Feedback Given To Teachers	x
Coaching Cycle		SEAD Activities & Effectiveness		Effectiveness of Restorative Practices		Rhythm Data	
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	
Other (Indicate to the Right)	x	Guidance Lesson Sessions		Other (Indicate to the Right)	x	Insight Survey	

Perceptions

Teacher/Staff Surveys	x	Parent/Student Surveys	x	Classroom Observations		Parental Involvement Data	x
Parent Volunteers	x	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	The attendance has been below 95% since 2019. This year we increased from the previous year of 90.9% to 92.88%. Our goal was 93%.
	RC DE-1	Historically the lower level students attendance has been below 90%. There are several months throughout the school year that fall below 93%. As a campus the percentages of attendance in November we 89.23%, April 92.78%, May 92.04%.
Programs Student Outcomes	PS DE-2	We did not meet 15% increase in growth in the areas of advanced and intermediate. We increase by 2 percentage points in advanced high. Overall we dropped from a 45% met growth to 39%.
	RC DE-2	K-12 Summit was not used consistently in 2nd and 5th grade. We had long term subs in both grade levels. Bilingual instructional practices were not consistent in these classes. Overall we dropped from 45% to 39%.
Programs Student Outcomes	PS DE-3	Only 22% of SPED subgroup met their end of the year growth in the area of reading (7 SPED students out of 32 met thier end of the year growth).
	RC DE-3	Progress monitoring system and protocols was not in place to monitor student growth specifically for special education subgroup.
Programs Student Outcomes	PS DE-4	
	RC DE-4	
Strengths & Areas for Improvement Based on your Data Analysis	Significant increase in attendance from the previous school year. We included school-wide attendance incentives and celebrations to highlight 95% attendance as well as recognize perfect attendance. had 2 bilingual vacancies this school year which were covered with multiple subsitutes. We were not able to ensure that high yeild instructional practices were in place. We had an increase of newcomers to our campus who had very little English language knowledge. Our 4th and 5th grade SPED students are performing below grade level on Reading STAAR and they are not making growth in this subject. This school year we identified more students with a reading learning disability at the lower levels (grades 1-3). This will give us the oppotunity to provide early intervention and close gaps.	

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	
Grade Level Readiness	PS SL-1	In K-2, we have 34% performing at Tier 1 (on grade level), although 78% showed growth MOY, there are not performing on grade level.
	RC SL-1	From 1st grade to 2nd grade there is a drop in Tier one that is not recovered. Based on PLC discussions and planning reflection, curriculum materials were not consistent.
EOY Assessment Outcomes	PS SL-2	In the area of Reading, we did not increase grade level readiness by 10% in the areas MAP, STAAR on EOY assessments. For the Circle assessment we met by more than 10%. STAAR Reading we did not meet our goal from 69% to 66%.
	RC SL-2	The strategies in Reading and Writing, for teachers to 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 were too broad and too many to monitor.
EOY Assessment Outcomes	PS SL-3	In the areas of Math, we did not increase grade level readiness by 10% in the areas MAP, STAAR on EOY assessments. For the Circle assessment we met by more than 10%. For the STAAR we dropped in Math from 61% to 54%.
	RC SL-3	The strategies that we focused on are implementing in 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 were not monitored effectively to ensure consistent implementation
Choose One	PS SL-4	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis	In looking at the Circle data reports, we see that 85% of students are on track. Students in grade levels Pre-K and K have shown foundational skills indicating that 50% of students are at Tier 1 level. The data reflects a decrease in the areas of Reading in 1st, 2nd and 3rd grade levels. As a campus we need to address the gaps in student learning in Reading; 1st and 2nd grade is the area in which we should be laying a strong foundation. Across 1st through 5th grade as a campus we are below 50% of our students at Tier 1.	

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.

Processes & Programs (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Implementation of PD	PS PP-1	During the 23-24 school year, professional development on student engagement instructional strategies was provided- (TPT, QSSSA) to increase student participation. Based on walk-through data, strategies were not consistent throughout the campus.
	RC PP-1	Although walk-throughs were consistent, As a campus we did not consistently implement processes to monitor consistent implementation.
Intervention	PS PP-2	Unmastered concepts and foundational skills were not systemically addressed in the area of math. STAAR scores indicated a 54% growth and achievement in math STAAR 50%.
	RC PP-2	The master schedule did not include systematic opportunities to revisit unmastered concepts and concepts foundational to the current/previous unit of instruction.
Choose One	PS PP-3	
	RC PP-3	
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis	All teaching staff participated in Total Participation Techniques and QSSSA training this school year. The instructional focus was to increase student engagement. Based on observation data about 1/3 of the teachers implemented these strategies consistently. Teachers implemented the district math curriculum practices consistently. Teachers used the time to intervene in the area of reading and there was not a dedicated time to addressing foundational math concepts.	

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)

Comprehensive Needs Assessment - Perceptions

Area Examined	Problem Statements and Root Causes	
Parent Engagement Attendance	PS PE-1	Parent attend the school-wide family events and we have 8-10 parents that attend the building capacity sessions.
	RC PE-1	Based on parent input, there is not ample communication regarding the sessions. School electronic communication is not accessible. The school did not provide training to teach parents the electronic platforms.
Parent Survey Results	PS PE-2	56% of families shared their schedules are a barrier to becoming involved with the school and 17% felt they were unsure in how to communicate with the school.
	RC PE-2	Based on parent input, there is not ample communication regarding the sessions. School electronic communication is not accessible. The school did not provide training to teach parents the electronic platforms.
Choose One	PS PE-3	
	RC PE-3	
Choose One	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis	Opportunities for parent involvement were continuously supported by both parents and community members. We met our goal for recruiting consistent parent volunteers. We have about 50% of our families consistently accessing the electronic newsletter via SMORE. We need to be more proactive and provide multiple ways of communication as some families are not accessing the SMORE and do not have communication ahead of time for upcoming events. Parents are ready to reinstate a PTA/Parent organization to continue to improve parent involvement.	

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	1	By the end of the year, we will have 93.9% attendance	Monitor weekly attendance and celebrate classes with 95%. Celebrate students will 100% monthly attendance. Focus activities on November (2nd quarter) and 4th quarter (April & May). Address Tier 2 & Tier 3 attendance concerns through an AIP (home visits, CIS, monthly attendance).	Administration, FACE Specialist, CIS	199-6399/6499 - \$2,000
	PS #	Quarterly KPIs	By the end of the first quarter, we will have above 94.4% attendance.		
			By the end of the second quarter, we will have at least 94% attendance.		
			By the end of the third quarter, we will have 93.5% attendance.		
DE-1	By the end of the fourth quarter, we will have 93.9% attendance.				
DE-2	1	By the end of the year, our Emergent Bilingual students met the expected growth goal on TELPAS.	The campus will collect writing samples and implement a data tracker to monitor the progress of student English writing using the TELPAS Writing Rubric for grades K-5. Sessions will be held during Dual Language meetings quarterly. Professional development will be provided to Dual Language teachers to support English Writing Development.	Administration, DL Teachers	199-6399/6499 - \$1,000
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of the students will be administered a writing sample to collect a baseline.		
			By the end of the second quarter, 30% of students in K-3 will score a 2 out of 4 on the TELPAS Writing Rubric and 30% of 4th-5th graders will score a 6 out of 12.		
			By the end of the third quarter, 40% of students in K-3 will score a 2 on the TELPAS Writing Rubric and 40% of 4th-5th graders will score a 6 out of 12.		
DE-2	By the end of the fourth quarter, 50% of students in K-3 will score a 2 out of 4 on the TELPAS Writing Rubric and 50% of 4th-5th graders will score a 6 out of 12.				
DE-3	3	By the end of the year, we will increase the amount of SPED students meeting growth on the STAAR by 50%.	Implement a data tracker and progress monitoring system to monitor the reading progress of 4th-5th grade students throughout the year. SPED time will meet monthly to review student progress and adjust services and supports as needed.	Administration, GEC teachers, 4th-5th grade teachers	199-6399/6499 - \$1,500
	PS #	Quarterly KPIs	By the end of the first quarter, based on MAP results, 100% of SPED students in 4th and 5th grade will be included on a data tracking system.		
			By the end of the second quarter, based on MAP results, 20% of SPED students in 4th and 5th grade will meet their growth goal on MOY MAP.		
			By the end of the third quarter, comparing the CBA assessment, 25% of SPED students in 4th and 5th grade will demonstrate growth from the Fall CBA assessment.		
DE-3	By the end of the fourth quarter, 50% SPED students in 4th and 5th grade will meet growth on STAAR.				
DE-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 – 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	By the end of the year, 70% of K-2 students will be performing at Tier 1 in the area of reading on MAP.	Teachers will implement the curriculum provided by the district (Amplify & Bilingual Instructional framework). Unit planning support will be provided by instructional coach to ensure fidelity to the TEKS. Grade level reading foundational expectations will be set and measured throughout the year. An additional weekly planning time will be dedicated to unit planning.	Administration, Teachers, IC	211-6118 / \$2000 (tutoring)
	Quarterly KPIs		By the end of the first quarter, 50% students in K-2 will be performing at Tier 1 in the area of reading on BOY MAP assessment.		
		PS #	By the end of the second quarter, not monitored during this quarter.		
		SL-1	By the end of the third quarter, 60% of K-2 students will be performing at Tier 1 in the area of reading MOY MAP		
			By the end of the fourth quarter, 70% of K-2 students will be performing at Tier 1 in the area of reading.EOY MAP		
SL-2	1	By the end of the year, 3-5 grade will increase the number of students scoring at the meets level to 40% in the area of reading.	Teachers will implement the curriculum provided by the district (Amplify & Bilingual Instructional framework). Unit planning support will be provided by instructional coach to ensure fidelity to the instruction. Data tracking and student goal setting put established. An additional weekly planning time will be dedicated to unit planning. Campus will provide various learning experiences through field trips to provide exposure and build vocabulary and background knowledge.	Administration, Teachers, IC	199-6494 / \$6,000 (field trips) 164-6118 / \$2000 (tutoring)
	Quarterly KPIs		By the end of the first quarter, 20% of the 3rd-5th grade students will perform on "meets" level on the fall CBA in the area of reading.		
		PS #	By the end of the second quarter, 25% of the 3rd -5th grade students will perform at Tier 1 (on grade level) on the MOY MAP.		
		SL-2	By the end of the third quarter, 35% of the 3rd-5th grade students will perform on "meets" level on the spring CBA		
			By the end of the fourth quarter, at least 40% of the 3rd -5th grade students will perform at Tier 1 (on grade level).		
SL-3	2	By the end of the year, 3-5 grade will increase the number of students scoring at the meets level to 35% in the area of math.	Implement the district curriculum and include strategies- small group purposeful talk (ex.TPT, QSSSA, & Sentence stems) and writing critically, Provide professional development to implement 2 school-wide strategies to support number sense and number computation.	Administration, Teachers, IC	1,000
	Quarterly KPIs		By the end of the first quarter, 20% of the 3rd-5th grade students will perform on "meets" level on the fall CBA in the area of math.		
		PS #	By the end of the second quarter, 25% of the 3rd -5th grade students will perform at Tier 1 (on grade level) on the MOY Math MAP.		
		SL-3	By the end of the third quarter, 30% of the 3rd-5th grade students will perform on "meets" level on the spring CBA in the area of math.		
			By the end of the fourth quarter, 35% of the 3rd -5th grade students will perform at Tier 1 (on grade level) on the MOY Math MAP.		
SL-4		By the end of the year,		Administration, Teachers, IC	
	Quarterly KPIs		By the end of the first quarter,		
		PS #	By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

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	1,3	By the end of the year, 100% of the teachers will implement 5 uniform instructional strategies.	Professional Development using the Fundamental Five framework to incorporate the following strategies- framing the lesson,work in the power zone, frequent purposeful talk, recognize and reinforce, write cricially	Adminisration, Teachers, IC	211-6118 / \$1600
	PS #	Quarterly KPIs	By the end of the first quarter,100% of the staff will be trained in the Fundamental Five instructional strategies and tracking sytem will be in place.		
			By the end of the second quarter,100% of the teachers will demostrate consistent implementation of 3 of the Fundamental 5 strategies based on classroom observations,walkthroughs,and lesson plans		
	PP-1		By the end of the third quarter, 100% of the teachers will demostrate consistent implementation of 5 of the Fundamental 5 strategies based on classroom observations,walkthroughs,and lesson plans		
	By the end of the fourth quarter, 100% of the teachers will demostrate consistent implementation of 5 of the Fundamental 5 strategies based on classroom observations,walkthroughs,and lesson plans				
PP-2	1	By the end of the year, 80% of students in PK-2 will meet reading foundational expectations set by the grade level as indicated by progress monitoring.	Grade level reading foundational expectations will be set and measured throughout the year. (Progress Monitoring) Teachers will create progress monitoring checkpoints, student goal setting and data tracking.	Adminisration, Teachers, IC	211-6399 / \$2000 211-6118 (PD) / \$1600
	PS #	Quarterly KPIs	By the end of the first quarter, 80% of students in K-2 will meet reading foundational expectations set by the grade level for this 9 weeks.		
			By the end of the second quarter, 80% of students in K-2 will meet reading foundational expectations set by the grade level for this 9 weeks		
			By the end of the third quarter, 80% of students in K-2 will meet reading foundational expectations set by the grade level for this 9 weeks		
SL-1, SL-2	By the end of the fourth quarter, 80% of students in K-2 will meet reading foundational expectations set by the grade level for this 9 weeks				
PP-3					
	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,				
PP-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 – 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)	Fund /Purchase/ Amount
PE-1	4	By the end of the year, we will have at least an average of 20 parents participating in building capacity sessions.	Provide improved communication in various modes to promote building capacity sessions and monitor communication success. Provide staff professional development to enhance home/school partnerships.	Administration, FACE,	211-6399 / \$1400 211-6499 / \$1400 211-6494 / \$140
	PS #	Quarterly KPIs	By the end of the first quarter, monitor communication by gathering weekly Class Dojo, SMORE, and QR google form responses to assess which mode of communication provided the greatest response.		
	PE-1		By the end of the second quarter, establish an audience of at least 10 parents who are attending building capacity sessions.		
			By the end of the third quarter, establish an audience of at least 15 parents who are attending building capacity sessions.		
			By the end of the fourth quarter, establish an audience of at least 10 parents who are attending building capacity sessions.		
PE-2	4	By the end of the year, a PTA organization will be established	Work with district liasons and current volunteers to create a PTA organization and gain membership to provide more parental involvement. Provide staff professional development to enhance home/school partnerships.	Administration, FACE	211-6399 / \$1400 211-6499 / \$1400
	PS #	Quarterly KPIs	By the end of the first quarter, meet with district liason and host interest meeting.		
	PE-2		By the end of the second quarter, nominate PTA board.		
			By the end of the third quarter, have 2 meetings.		
		By the end of the fourth quarter, have a PTA established.			
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, we will have above 94.4% attendance.	Choose One	
DE-2	By the end of the first quarter, 100% of the students will be administered a writing sample to collect a baseline.	Choose One	
DE-3	By the end of the first quarter, based on MAP results, 100% of SPED students in 4th and 5th grade will be included on a data tracking system.	Choose One	
DE-4		Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, 50% students in K-2 will be performing at Tier 1 in the area of reading on BOY MAP assessment.	Choose One	
SL-2	By the end of the first quarter, 20% of the 3rd-5th grade students will perform on "meets" level on the fall CBA in the area of reading.	Choose One	
SL-3	By the end of the first quarter, 20% of the 3rd-5th grade students will perform on "meets" level on the fall CBA in the area of 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 the staff will be trained in the Fundamental Five instructional strategies and tracking system will be in place.	Choose One	
PP-2	By the end of the first quarter, 80% of students in K-2 will meet reading foundational expectations set by the grade level for this 9 weeks.	Choose One	
PP-3	By the end of the first quarter,	Choose One	
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, monitor communication by gathering weekly Class Dojo, SMORE, and QR google form responses to assess which mode of communication provided the greatest response.	Choose One	
PE-2	By the end of the first quarter, meet with district liaison and host interest meeting.	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.

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, we will have at least 94% attendance.	Choose One	
DE-2	By the end of the second quarter, 30% of students in K-3 will score a 2 out of 4 on the TELPAS Writing Rubric and 30% of 4th-5th graders will score a 6 out 12.	Choose One	
DE-3	By the end of the second quarter, based on MAP results, 20% of SPED students in 4th and 5th grade will met their growth goal on MOY MAP.	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, not monitored during this quarter.	Choose One	
SL-2	By the end of the second quarter, 25% of the 3rd -5th grade students will perform at Tier 1 (on grade level) on the MOY MAP	Choose One	
SL-3	By the end of the second quarter, 25% of the 3rd -5th grade students will perform at Tier 1 (on grade level) on the MOY Math MAP	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% of the teachers will demonstrate consistent implementation of 3 of the Fundamental 5 strategies based on classroom	Choose One	
PP-2	By the end of the second quarter, 80% of students in K-2 will meet reading foundational expectations set by the grade level for this 9 weeks	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, establish an audience of at least 10 parents who are attending building capacity sessions	Choose One	
PE-2	By the end of the second quarter, nominate PTA board.	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, we will have 93.5% attendance.	Choose One	
DE-2	By the end of the third quarter, 40% of students in K-3 will score a 2 on the TEI PAS Writing Rubric and 40% of 4th-5th graders will score a 6 out of 12	Choose One	
DE-3	By the end of the third quarter, comparing the CBA assessment, 25% of SPED students in 4th and 5th grade will demonstrate growth from the Fall CBA	Choose One	
DE-4	By the end of the third quarter,	Choose One	
STUDENT LEARNING			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, 60% of K-2 students will be performing at Tier 1 in the area of reading MOY MAP	Choose One	
SL-2	By the end of the third quarter, 35% of the 3rd-5th grade students will perform on "meets" level on the spring CBA	Choose One	
SL-3	By the end of the third quarter, 30% of the 3rd-5th grade students will perform on "meets" level on the spring CBA in the area of 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% of the teachers will demonstrate consistent implementation of 5 of the Fundamental 5 strategies based on classroom	Choose One	
PP-2	By the end of the third quarter, 80% of students in K-2 will meet reading foundational expectations set by the grade level for this 9 weeks	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	
PERCEPTIONS			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, establish an audience of at least 15 parents who are attending building capacity sessions	Choose One	
PE-2	By the end of the third quarter, have 2 meetings.	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, we will have 93.9% attendance.	Choose One	
DE-2	By the end of the fourth quarter, 50% of students in K-3 will score a 2 out of 4 on the TEI PAS Writing Rubric and 50% of 4th-5th graders will score a 6 out of 12	Choose One	
DE-3	By the end of the fourth quarter, 50% SPED students in 4th and 5th grade will meet growth on STAAR	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, 70% of K-2 students will be performing at Tier 1 in the area of reading EOY MAP	Choose One	
SL-2	By the end of the fourth quarter, at least 40% of the 3rd -5th grade students will perform at Tier 1 (on grade level)	Choose One	
SL-3	By the end of the fourth quarter, 35% of the 3rd -5th grade students will perform at Tier 1 (on grade level) on the MOY Math MAP	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, 100% of the teachers will demonstrate consistent implementation of 5 of the Fundamental 5 strategies based on classroom	Choose One	
PP-2	By the end of the fourth quarter, 80% of students in K-2 will meet reading foundational expectations set by the grade level for this 9 weeks	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, establish an audience of at least 10 parents who are attending building capacity sessions	Choose One	
PE-2	By the end of the fourth quarter, have a PTA established.	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.

Annual Summative Review

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, we will have 93.9% attendance	Choose One	
DE-2	By the end of the year, our Emergent Bilingual students met the expected growth goal on TELPAS.	Choose One	
DE-3	By the end of the year, we will increase the amount of SPED students meeting growth on the STAAR by 50%.	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, 70% of K-2 students will be performing at Tier 1 in the area of reading on MAP.	Choose One	
SL-2	By the end of the year, 3-5 grade will increase the number of students scoring at the meets level to 40% in the area of reading.	Choose One	
SL-3	By the end of the year, 3-5 grade will increase the number of students scoring at the meets level to 35% in the area of 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, 100% of the teachers will implement 5 uniform instructional strategies.	Choose One	
PP-2	By the end of the year, 80% of students in PK-2 will meet reading foundational expectations set by the grade level as indicated by progress monitoring.	Choose One	
PP-3		Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, we will have at least an average of 20 parents participating in building capacity sessions.	Choose One	
PE-2	By the end of the year, a PTA organization will be established	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

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

Assurances and Plan Approval Information

Committee Members

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

Committee Members

Name	Role	Name	Role
Jennifer Ruiz	Principal		
Sarah Hesles	Assistant Principal		
Mayra Aviles	Counselor		
Michelle Bazan	Instructional Coach		
Jennifer Ramos	Admin. Assistant		
Myriam Castillo	Data Clerk		
Bryan Mattsson	5th Grade		
Georgeanna Rivas	4th Grade		
Sonia Perez	3rd Grade		
	2nd Grade		
Michael De Anda	1st Grade		
Cynthia Arce	Kinder		
Chrysta Colwell	Prekinder		
Genesis Briones	Special Education		
Irene Ramirez	Family Specialist		
Carolyn Santos	Parent		
Alana Moreno	Parent		
Martin Cardenas	Business Owner		
Marcus Perez	Community Member		

Data Tables

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.

District Purchases

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	Title 1 Campus Binder- Parent Room A105/main office		
<input type="checkbox"/>	CCMR - Secondary	Languages Available	English (other languages as requested)		
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version	https://schools.saisd.net/upload/template/0254/docs/116_04_collinsgarden_cip_2023_2024.pdf		
<input 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	Title 1 Campus Binder- Parent Room A105/main office		
<input checked="" type="checkbox"/>	Parent & Family Engagement	Languages Available	English & Spanish (other languages as requested)		
<input type="checkbox"/>	Physical Activity	URL to Online Version	https://schools.saisd.net/upload/template/0254/docs/FamilyEngagementPolicy24-25.pdf		
<input checked="" type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact	Title 1 Campus Binder- Parent Room A105/main office		
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available	English & Spanish (other languages as requested)		
<input type="checkbox"/>	Social and Emotional Support	URL to Online Version	https://schools.saisd.net/upload/template/0254/docs/COLLINSGARDENcompact828.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 type="checkbox"/>	Support for Special Populations	Meet the Teacher, paper copy Parent teacher Conferences	8/09/24 10/25/2024	Meet the Teacher, paper copy/ Parent Teacher Conferences	8/9/2024 10/25/24
<input type="checkbox"/>	Transition PK to K	#2 Annual Title I meeting -paper copy	9/25/2025	#2 Annual Title I Meeting - paper copy	9/25/2024
<input type="checkbox"/>	Violence Prevention/Intervention	upload on school website / Posted on the front Entrance Bullentin Board	school web page	upload on school website / Posted on the front Entrance Bullenyin Board	school web page

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		
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	Google Shared Folder	
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		