

San Benito Consolidated Independent School District



Collegiate Academy

Accountability Rating: A

Distinction Designation:

Academic Achievement in English Language Arts/Reading
, Academic Achievement in Mathematics, Academic
Achievement in Science, Top 25 Percent: Comparative
Closing the Gaps, Postsecondary Readiness

2025-2026 Campus Improvement Plan

Mission Statement

Collegiate Academy Mission Statement

Our mission is to ignite a passion for lifelong learning, empower students to think critically, and prepare them for a successful future.

Vision

Collegiate Academy Vision Statement

The vision of Collegiate Academy is to be the gold standard in education where we empower minds and inspire success.

Value Statement

Collegiate Academy Focuses on these Core Beliefs:

H- Honesty

U- United

S- Smart

K- Kind

I- Intentional

E- Encouraging One Another

S- Service

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Comprehensive Needs Assessment

Demographics

Summary

Collegiate Academy is an accelerated middle school for 6th-8th grade in San Benito CISD that opened during the 2023-2024 school year. For year 1, student enrollment for the 2023-2024 school year was 85 students. 6th grade- 53 students, 7th grade- 21 students, and 8th grade- 11 students. 100% of the students are Hispanic, with 72% of the population being economically disadvantaged. Population consist of Special Education- 2.35%, Emergent Bilingual- 15.29%, 504- 5.88%, Gifted & Talented- 21.18%, and Migrant- 4.71%.

For the current 2024-2025 school year, we have 112 students for 6th-8th grade in Collegiate Academy.

For the current 2025-2026 school year, we have 122 students for 6th-8th grade in Collegiate Academy.

Strengths

Collegiate Academy offers a safe and collaborative environment for all students while utilizing an accelerated curriculum for all students who attend 6th-8th grade. Springboard curriculum is utilized for all grades in Math & RLA. 6th graders receive 6th & 7th grade TEKS and participate in 6th grade STAAR. 7th graders receive 7th & 8th grade TEKS and participate in 8th grade STAAR. 8th graders receive high school TEKS and participate in EOCs for Algebra, Biology, and English 1.

We offer RTI services for all students, including students identified as special populations.

Students have the opportunity to participate in band, choir, orchestra, and athletics through the other middle school campuses. Collegiate Academy created a student council, dance team and participated in UIL events for the 2023-2024 school year. Students also have the opportunity to participate in extracurricular clubs & chess through the after school program (ASP).

For the 2024-2025 school year, Collegiate Academy will start a NJHS charter and provide various enrichment opportunities through GAME time.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Gifted and Talented students are not demonstrating mastery across all STAAR exams.	Gifted and Talented students are not being challenged academically to extend their learning and demonstrate different types of learning.
2	We do not have a 100% passing rate for our EB population on STAAR exams.	Students may still struggle with the vocabulary & concepts due to language barrier.

 = Priority

Student Learning

Summary

Teachers are utilizing TEKS Resource System, YAGs, Eduphoria, Lead4Ward. This 2024-2025 school year, students will be receiving extra support with platforms such as Edgenuity, Progress Learning, and Writable. Teachers are also required to follow all textbook adoptions for curriculum and Collegiate Academy utilizes Springboard Curriculum in the areas of math and reading. For the 2024-2025 school year, secondary is administering mini-marks every 3 weeks as well as district CFAs every 9 weeks.

In Collegiate Academy, all students take accelerated courses. In 6th grade, students receive all of 6th grade TEKS and part of 7th grade TEKS. Students will take 6th grade STAAR. In 7th grade, students receive the last of 7th grade TEKS and all of 8th grade TEKS and test in 8th grade STAAR. In 8th grade, all students take EOC courses in the areas of Biology, Algebra 1, and English 1.

	CollegiateSTAAR 2024	Collegiate STAAR 2025
Content	Approaches	Approaches
6th Reading ALL (6th Graders)	96%	96%
ELL	100%	50%
SPED	100%	100%
8th Reading ALL (7th Graders)	85%	84%
ELL	75%	100%
SPED	N/A	100%
English 1 EOC (8th Graders)	91%	93%
ELL	N/A	100%
SPED	N/A	N/A
6th Math ALL (6th Graders)	89%	84%
ELL	78%	50%
SPED	100%	100%
8th Math ALL (7th Graders)	55%	81%
ELL	100%	60%
SPED	N/A	50%
Algebra 1 EOC (8th Graders)	100%	73%
ELL	N/A	50%
SPED	N/A	N/A
8th		

Science ALL (7th Graders)	60%	89%
ELL	75%	100%
SPED	N/A	100%
Biology EOC (8th Graders)	100%	93%
ELL	N/A	50%
SPED	N/A	N/A
8th Social Studies (8th Graders)	82%	67%
ELL	N/A	50%
SPED	N/A	N/A

According to On Data Suites for Collegiate Academy 2024: Domain 1- 77, Domain 2A- 54, Domain 2B- 82, Domain 3- 68 and received an overall rating of a 78- "C".

According to On Data Suites for Collegiate Academy 2025: Domain 1- 85, Domain 2A- 75, Domain 2B- 89, Domain 3- 90 and received an overall rating of a 89.

*For Stata Accountability, Collegiate Academy received a 91 overall rating & "A" for the 2025 STAAR performance.

Strengths

Student Achievement Strengths:

For the first year of Collegiate Academy as a starting campus (2023-2024): 8th grade students received a 100% for Algebra 1 and Biology EOC and 91% for English 1.

In TELPAS for Spring 2024, for Collegiate Academy out of 21 students 15 students received a Composite Score of Advanced and 4 students received a Composite Score of Advanced High.

We also offer opportunities for Collegiate Academy students to receive high school credits in the areas of Spanish, Art, BIM (CTE Course), English 1, Algebra, Biology.

For the 2025-2026 school year, Collegiate Academy will continue to offer a different accelerated pathway for students to continue receiving credits in English 1 & Biology as an 8th grader compared to the other middle schools. We also improved in the areas of math for 6th grade taking 6th grade Math STAAR & 7th graders taking 8th grade Math STAAR. We also improved in the area of 8th grade Science STAAR, which is taken by 7th graders who are accelerated.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 Collegiate Academy had multiple tested areas where SPED & EB student groups did meet 100% passing rate.	Special population groups were not monitored throughout the year to ensure proper instruction, accommodations, and resources were implemented effectively to demonstrate achievement.
2 Short constructed response questions across STAAR tests need improvement as well as extended constructed responses in reading.	Critical writing is not a daily practice across all content areas. Needs to continually practiced, monitored, and submitted to check for understanding and completion.
3 Multiple students did not meet approaches from previous school year when all students are expected to perform in accelerated academics.	Tutorials were offered and some students did not attend. We will have to work on making it a requirement in order to continue at Collegiate Academy.

★ = Priority

School Processes & Programs

Summary

At SBCISD we aim to provide the gold standard in education. We do this by providing a positive, safe learning environment so that our graduates are college, career, and workforce ready. We work to ensure our students are prepared academically successful while also meeting their social/emotional needs. The following process, procedures, and programs are implemented for the academies to help our staff and students achieve success.

- We implement the Fundamental 5 with all teachers and it is documented through instructional walk throughs.
- Teachers are required to receive a minimum of 6 TTESS walkthroughs through the year if they can qualify for TIA. The rest of their walkthroughs will consist of district created instructional walkthroughs.
- Teachers submit lesson plans in advance utilizing the Eduphoria template.
- Teachers participate in weekly PLCs where we utilize the time to disaggregate data, plan, or provide professional development for specific curriculum or platforms.
- Look at data after district assessments to see where students are low performing on specific TEKS and discuss a plan of how they will be spiraled back into student learning to achieve mastery.
- We offer response to intervention (RTI) for students who are still demonstrating struggle in content areas through Tier 1 interventions.
- Teachers have access to district instructional coaches for support in their content area for core classes.
- Teachers utilize pacing guides, YAGs, through TCMPC and create lesson plans based on their grade level guides.
- Any new teacher is paired with a mentor teacher to support their classroom procedures and practices.
- Students have access to tutorials after school as well as before school & during WIN period.
- All students are expected to use iReady for Reading & Math and IXL for Algebra, English 1, Science and Social Studies for 2025-2026 school year.
- The principal has an open door policy for students, staff, and parents. Maintains visibility daily in the hallways as well as covers morning and lunch duty, daily.
- Staff are required to document all parent/guardian contacts as well as student contact in Branching Minds, to help keep a running log on students.
- English teachers are ESL certified to meet the needs of our EB population as required by the state.
- We have an instructional technologist that provides support on a daily basis as needed.
- All staff are certified in the areas that they teach.
- This year we are working to maintain an active presence on campus webpages and Facebook.
- Class Dojo account to maintain an open line of communication with all parents/guardians.
- Master schedule is now aligned to match the other middle schools in the district for the 2025-2026 school year.
- Springboard curriculum is required for all Collegiate students in the areas of math and reading.
- 7th & 8th grade students are able to actively participate in extracurricular activities through the other middle schools.
- Professional development is offered throughout the year for different content areas during summer and district learning days.

Strengths

The district & campus utilizes an applicant tracking system for job postings and hiring process.

The district offered a raise for all teachers and hourly staff for the 2025-2026 school year.

The campus implements a nomination of student of the month and teacher of the month to offer recognition to students and staff going above and beyond and demonstrating campus core values. The district also promotes a teacher of the year and paraprofessional of the year.

We have also a steady acceptance of substitutes picking up Collegiate Academy absences and asking to return for further dates.

We have implemented consistent processes and procedures for students to follow and communicate expectations with parents.

All students have their own device that they are required to bring daily.

We offer after school tutorials for Collegiate students as well as provide support during WIN & before school.

District is utilizing 9 week CFAs to help track student achievement in the TEKS.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Collegiate Academy is lacking in the area of technology some classrooms.	Classrooms do not have working smart boards or epson projectors. Still working on trying to purchase class smart TVs for classrooms.
2	The use of district CFAs are not necessarily aligned to Collegiate Academy pacing.	Our teachers are not involved in the writing process and we do not have a Dean of Instruction either to support that. CFAs are not shown to teachers prior for approval.
3	Collegiate Academy does not have access to proper science labs for the 2025-2026 school year to support with science instruction.	Campus has been relocated from VMA to MJMS. Need support in utilizing class access for specific labs.

★ = Priority

Perceptions

Summary

The mission of San Benito CISD is to provide the gold standard in education. Our academies work to provide a safe, positive learning environment for all of our students whether in person or online.

School climate represents the shared values, beliefs, attitudes, experiences, and behaviors that create the interactions shared amongst students and staff. We maintain an open door policy with all parents and stakeholders and have instilled processes and procedures for students and staff in regard to safety as well as expectations of behavior from students.

Collegiate Academy is in its third year of implementation. We put expectations in place from the beginning of the school year to instill the desire of learning and feeling of acceptance for all of our students.

By providing a positive and safe school climate, this produces increased student self-esteem, decreased absenteeism, reduced behavior concerns and disciplinary actions.

Collegiate Academy created CORE values for the 2024-2025 school year to instill in students and be a guide to follow in support of their actions/behavior. Students are still required to follow the CORE Values for every school year in the future.

The campus principal works to support teachers in effective school discipline and tending to concerns/issues.

The district also has FACE & CIS personnel to support bridge the communication between campus and home.

The campus also participates in district functions and initiatives to support community involvement such as various festivals, parades, meet the teacher, open house, Texas Public School Week, etc.

Strengths

This year is a new setting for all staff and principal. We are working hard to make sure that we feel united as a team and that are students feel safe and welcome. We have also been relocated from VMA to MJMS for the 2025-2026 school year. Campus principal sets up different activities/events for staff to enjoy and continue working on the positive culture.

Working on motivating students with monthly attendance goals and extra incentives to have students attend school daily.

We have worked to try and maintain an open line of communication with parents daily through Class Dojo accounts. Parents have access to all teachers and campus principal through messaging. We are also working to communicate with parents and have a consistent presence through Facebook pages and campus website.

The campus counselor is actively involved with our students to make them feel safe and provide conflict resolution as needed.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 There is minimal involvement of parents and the community in campus processes.	Parents have less involvement as students start to get older. Efforts need to be increased to bring parents into the campus frequently for activities. We will be working to establish a PTO for the 2025-2026 school year.
2 Do not have a proper view of what parents need, issues or concerns for Collegiate Academy.	Need survey data from parents. Will send climate surveys to parents to help meet the needs. Also will work on reaching out to parents through PTO once established.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ Campus goals
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and

workforce readiness

- ☒ PSAT
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Gifted and talented data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1 HB3 Goal

By May 2026, Collegiate Academy will work to improve passing standard in 8th grade math from 81% to at least 90%. We will also work to improve Algebra passing standard from 73% to 90%.

Evaluation Data Source: STAAR Scores for grade 6th-8th, Interim Assessments, CFAs, iReady & IXL Platform Usage Reports

Strategy 1 Targeted Support Strategy

Teachers will administer unit tests, CFAs, and platform assignments throughout the year following the district pacing guides. Teachers will participate in data analysis, disaggregation, and keep student data trackers up to date with each assessment.

Strategy's Expected Result/Impact: Identify student achievement and learning gaps in order to continuously improve instruction and learning outcomes.

Staff Responsible for Monitoring: Principal and teacher

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

May

June

Strategy 2 Targeted Support Strategy

7th AA (WIN Period) for Collegiate students will have students specifically grouped for math support, after school tutorials, and utilization of iReady or IXL will be provided for all students.

Strategy's Expected Result/Impact: Increase student learning by providing extra support for struggling students. Success will be demonstrated in assessments.

Staff Responsible for Monitoring: Principal and teachers

Funding Sources: 211 - Title I, Part A, , 199 - General Fund, ASP,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 2 HB3 Goal

By May 2026, Collegiate Academy will work to improve passing standard in 8th grade Social Studies from 67% to at least 85%.

Evaluation Data Source: Exploros assessments, Interim Assessments, CFAs, & teacher assessments, Lowman resources.

Strategy 1 Targeted Support Strategy

Teacher will administer CFAs and unit assessments throughout the year following the district pacing guides. Teachers will participate in data analysis, disaggregation, and keep student data trackers up to date with each assessment.

Strategy's Expected Result/Impact: Identify student achievement and learning gaps in order to continuously improve instruction and learning outcomes.

Staff Responsible for Monitoring: Teachers and principal

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

May

June

Strategy 2 Targeted Support Strategy

7th AA (WIN Period) for Collegiate students will have students specifically grouped for Social Studies support, after school tutorials, and utilization of platforms & Lowman resources.

Strategy's Expected Result/Impact: Increase student learning by providing extra support for struggling students. Success will be demonstrated in assessments.

Staff Responsible for Monitoring: Principal and teachers

Funding Sources: Lowman or STAAR Resources for Social Studies 211 - Title I, Part A,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 3

By May 2026 , at least 80% of Collegiate 8th graders will be CCMR ready by passing all components of TSIA2.

Evaluation Data Source: TSIA2 test results in Reading & Math

Strategy 1

Provide tutoring sessions to prepare students to be successful on TSIA2 Reading & Essay and Math test.

Strategy's Expected Result/Impact: Students will have met the CCMR requirements by passing all sections of TSIA2.

Staff Responsible for Monitoring: Teachers

Funding Sources: TSIA Materials 211 - Title I, Part A,

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

December

March

May

June

Strategy 2

Provide multiple opportunities for TSIA2 testing for all 8th grade Collegiate Academy students throughout the 2025-2026 school year.

Strategy's Expected Result/Impact: Students will successfully test in TSIA2 reading, essay, and math and be able to enroll in dual enrollment courses.

Staff Responsible for Monitoring: Principal, teachers, SBCISD higher ed coordinator

Formative Reviews

No Progress

Performance Objective 4

The number of students in Grades 6-8 who will participate in UIL Academics as preparation for higher education will increase for the 2025-2026 school year as well as show success by placing in multiple events for Collegiate Academy this year.

Evaluation Data Source: Practice Session Sign In Sheets, UIL Registration, UIL Awards Results

Strategy 1

Students will participate in at least 5-8 practice sessions throughout the Fall Semester and compete in at least 1 UIL Academic Event in January.

Strategy's Expected Result/Impact: Increase in student participation for the 2025-2026 school year from the previous year and multiple students will place for the campus.

Staff Responsible for Monitoring: UIL Coordinator, UIL Coaches

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Students who participate in the UIL Academics Competition will be recognized in a campus awards ceremony at the end of the season.

Strategy's Expected Result/Impact: Increase the number of students who are recruited and maintained as part of the UIL Academics Team for this school year and next school year. As well as increased effort in practices to work towards awards.

Staff Responsible for Monitoring: UIL Coordinator, UIL Coaches

Formative Reviews

No Progress

December

March

May

June

Performance Objective 5

Collegiate Academy will promote a positive, safe, and drug free environment by conducting counseling lessons or presentations for students.

Strategy 1

Counselor will provide necessary counseling lessons on drugs, safety, social/emotional needs for all students through the 2025-2026 school year. We will also provide presentations from various community or law enforcement agencies for students.

Strategy's Expected Result/Impact: Increased communication with students to improve/maintain compliance with programs & procedures.

Staff Responsible for Monitoring: Counselor, Principal, Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Campus counselor will monitor students that are recommended to seek help when student has communicated self harm with emphasis on following district protocol.

Strategy's Expected Result/Impact: Address students outcry immediately and provide support to child & parent. Will follow district procedures for suicide prevention and provide alternative materials & support for parents/students with outside contacts as needed.

Staff Responsible for Monitoring: All campus staff

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 6

Increase security with personnel, drug detecting devices, and school safety trainings for all staff.

Evaluation Data Source: Halo Vape Detectors in student bathrooms, incident reports, referrals, training sign in sheets

Strategy 1

Increase the safety of students by providing frequent walk throughs with campus security personnel and campus police officer.

Strategy's Expected Result/Impact: Increase safety for students and deter the use of Vapes in bathrooms

Staff Responsible for Monitoring: Principal, security, officer

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

For 2025-2026 school year, campus will set up walk throughs with the district K-9 to deter the use of illegal substances.

Strategy's Expected Result/Impact: There will not be any incidents reported of illegal drugs on campus.

Staff Responsible for Monitoring: Principal, security, officer.

Formative Reviews

No Progress

December

March

May

June

Performance Objective 7

All students, staff, and community members will feel safe working and visiting Collegiate Academy.

Evaluation Data Source: Raptor System & Administration Walk-Throughs of campus

Strategy 1

100% of visitors will be required to sign in through Raptor system & get used to processes and procedures of new location housed at MJMS.

Strategy's Expected Result/Impact: All visitors will be cleared before going into any school areas.

Staff Responsible for Monitoring: Security, office staff, police officer, administration

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

Strategy 2

Principal will maintain a safe & conducive learning environment for all students by monitoring campus pod and report campus needs for students & staff.

Strategy's Expected Result/Impact: Students & staff will be comfortable in their learning & working environment every day.

Staff Responsible for Monitoring: Principal, head custodian, teachers, secretary

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

Goal 2

SBCISD will build a high-performing, compliant, and supportive workforce.

Performance Objective 1

Attendance will increase every quarter for Collegiate Academy from last year to meet the goals for the attendance incentive for 25-26 school year set forth by the district.

Evaluation Data Source: PEIMS Attendance Reports & District Attendance Goals

Strategy 1

Principal, counselor, teachers, & PEIMS will monitor attendance and update students & parents by communicating attendance % throughout the quarter, bi-weekly. Will work to offer incentives to high achieving grade levels for attendance.

Strategy's Expected Result/Impact: Improve attendance and meet the goal every 9 weeks for the campus.

Staff Responsible for Monitoring: Principal, Counselor, PEIMS secretary

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Monitor individual student attendance. PEIMS & teachers will make contact with parents for excessive absences as well as district phone calls will go out for absences . Home visits will also be made as needed on individual basis.

Strategy's Expected Result/Impact: Improve attendance for individual students that may have excessive absences. Students will need to meet the 90% role for attendance to maintain enrollment at Collegiate Academy.

Staff Responsible for Monitoring: PEIMS, Teachers, FACE Representative.

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

No Progress

Performance Objective 2

Attendance will increase every quarter for Collegiate Academy from last year to meet the goals for the attendance incentive for 24-25 school year set forth by the district: 1st Quarter- 98%, 2nd Quarter-95%, 3rd Quarter- 98%, 4th Quarter- 96%.

Strategy 1

Principal , teachers & PEIMS will monitor attendance and update parents. Will post in class dojo monthly attendance to update parents on goals for quarterly attendance.

Strategy's Expected Result/Impact: Improve attendance to meet the 9 week attendance goals.

Staff Responsible for Monitoring: Principal, teachers, PEIMS

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Monitor individual student attendance. PEIMS & teachers will make contact with parents for excessive absences as well as district phone calls will go out for absences . The principal will also be contacting parents for students who excessively absent from their online classes or logging in late consistently.

Strategy's Expected Result/Impact: Improve overall attendance for individual students who are excessively absent.

Staff Responsible for Monitoring: Teachers, PEIMS, principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 3

Collegiate Academy will recruit, retain, and empower highly qualified faculty and staff by utilizing content specific questioning & demonstrations for interviews.

Evaluation Data Source: State Board of Education Official Record of Educator Certificates

Strategy 1 ☒ Targeted Support Strategy

Job fair by district & campus postings will be available for vacancies.

Strategy's Expected Result/Impact: Vetting of professional staff that are well versed in content specific curriculum.

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December March May June

Strategy 2

Provide a mentor for all new hire teachers at the campus.

Strategy's Expected Result/Impact: Teachers working collaboratively to improve student outcomes.

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

December March May June

Performance Objective 4 ☒ High Priority

Quality professional development will be provided to 100% of instructional staff, thus ensuring student success.

Evaluation Data Source: Staff development attendance, surveys, and feedback

Strategy 1

Teachers will be provided with opportunities to attend professional development workshops within the district (SBCISD), region (Region 1 ESC), and state workshops.

Strategy's Expected Result/Impact: Improved curriculum development and lesson delivery. Increased awareness of new technology and software.

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Teachers will be well versed in content specific TEKS and YAG by attending TCMPC professional development as well as district required PD for support of TEKS & YAGs.

Strategy's Expected Result/Impact: Teachers will follow content YAGs, pacing, resources to demonstrate student achievement.

Staff Responsible for Monitoring: Principal

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 5

All teachers will be trained in the Fundamental Five and use it as a foundation for academic success.

Evaluation Data Source: Learning Walks, Instructional walk-throughs, and evaluative walk-throughs.

Strategy 1

Staff will be provided with a copy of The Fundamental 5 book and professional development opportunities to understand the instructional practices discussed in the book.

Strategy's Expected Result/Impact: Teachers understanding the Powerwalk process and how it is designed to support teachers and lesson delivery with the ultimate goal of student mastery of content.

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Formative Reviews

Some Progress

December

March

May

June

Strategy 2 ☒ **Targeted Support Strategy**

Teachers will utilize the critical writing piece of Fundamental 5 to support writing in all content areas.

Strategy's Expected Result/Impact: Increased writing scores across all content areas.

Staff Responsible for Monitoring: Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

May

June

Goal 3

SBCISD will improve public relations, communications, and community engagement skills.

Performance Objective 1

Collegiate Academy will increase their engagement on social media platforms as well as Class Dojo to inform students, parents/community, and staff of events or great things happening within the campus.

Evaluation Data Source: Facebook, Campus Websites, Calendar of Events, Class Dojo

Strategy 1

Collegiate Academy will obtain a staff member to be the social media/ webmaster person to maintain campus website and meet the district requirements.

Strategy's Expected Result/Impact: Parents will be kept well informed as well as community members by an up-to-date campus website.

Staff Responsible for Monitoring: Principal & Campus Webmaster

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Collegiate Academy will work to maintain up-to-date information utilizing Class Dojo & calendar of events to keep parents informed of all school functions. Teachers will also support open lines of communications through Class Dojo for all parents.

Strategy's Expected Result/Impact: Parents will be kept well informed of student progress & campus functions.

Staff Responsible for Monitoring: Principal, Campus Webmaster, and Teachers

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 2

Collegiate Academy will communicate with parents on a weekly basis to assist students and parents with

campus needs and information.

Evaluation Data Source: Increased parental involvement through FACE program.

Strategy 1

Collegiate Academy will hold a minimum of 2 Title 1 meetings to notify parents of Title 1 program participation and to explain the program requirements, as well as parents rights to be involved in campus decision making.

Strategy's Expected Result/Impact: Parents will want to be more involved. Evidence will be included from Title 1 Meeting Agendas, meeting minutes, & sign in sheets.

Staff Responsible for Monitoring: Principal, FACE, and Site Based Committee

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Collegiate Academy teachers will make an increased effort to involve parents in their education needs through parent teacher conferences in person, online through Google Meets, or over the phone. Teachers will also communicate via Class Dojo.

Strategy's Expected Result/Impact: Improved communication and participation in students education throughout the year. Will be evident through logs on branching minds.

Staff Responsible for Monitoring: Teachers

Formative Reviews

Moderate Progress

December

March

May

June

Performance Objective 3

Collegiate Academy will collaborate across all school programs (Afterschool Program, Communities in Schools, Migrant, etc.) to ensure the success of all students through delivery of necessary information & materials. Collegiate Academy will also start a PTO for the 2025-2026 school year.

Evaluation Data Source: School report card, Title 1 sign- in sheets, student progress reports & report cards, student assessment data

Strategy 1

Teachers will post academic and behavior comments on progress reports as well as report

cards to keep parents informed of important progress for students. Progress reports will posted at 3 weeks, 6 weeks, & report cards at 9 weeks. Students will be reminded at each grading period the requirements for grades in order to maintain Collegiate Academy enrollment.

Strategy's Expected Result/Impact: Improved performance for students and keep parents well informed of child's progress. Conferences will take place as needed to support students.

Staff Responsible for Monitoring: Teachers and principal

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Parents will be notified of students assessment scores and made aware of tutorials through after school program. Parents will be given the opportunity to monitor grades and attendance through Parent Portal.

Strategy's Expected Result/Impact: Students will improve overall performance with grades and parents will maintain an open line of communication with teachers to stay involved in their child's progress and have conferences as needed.

Staff Responsible for Monitoring: Teachers, Principal, PEIMS

Formative Reviews

Moderate Progress

December

March

May

June

Strategy 3

For the 2025-2026 school year, Collegiate Academy will start a PTO organization to involve staff, parents & community members in decisions of the campus , as well as provide support for campus needs.

Strategy's Expected Result/Impact: PTO will be established with officers & members. Campus needs will be met by PTO.

Staff Responsible for Monitoring: Principal & PTO Board Members

Formative Reviews

Some Progress

December

March

May

June

Goal 4

SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1

By May 2026, Collegiate Academy will increase the percentage of economically disadvantaged students achieving "Meets or Masters Grade Level" on the Math STAAR by 10%.

Strategy 1

With the use of federal funds, funds will be allocated for the purchase of STAAR resources to help improve math & science scores by a minimum of 10%.

Strategy's Expected Result/Impact: Increased math & science scores by 10%.

Staff Responsible for Monitoring: Teachers, Principal

Funding Sources: STAAR Resources 211 - Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Through after school tutorials, before school tutorials, and Saturday intervention programs, students will receive support for math & science.

Strategy's Expected Result/Impact: Increased science & math scores by 10%, as well as teachers becoming well versed in new grade level content.

Staff Responsible for Monitoring: Teachers, principal

Funding Sources: 211 - Title I, Part A, , 199 - General Fund, ASP,

Formative Reviews

Some Progress

Performance Objective 2

To ensure compliance of bilingual funds, Collegiate Academy will manage and meet compliance of usage for bilingual funds to support the EB student population & ESL teachers, for the 2025-2026 school year.

Evaluation Data Source: EB students will receive necessary resources and show growth

Strategy 1

90% of EB students will show one proficiency level of growth on TELPAS or meet reclassification status.

Strategy's Expected Result/Impact: Purchase of EB instructional materials & classroom materials will provide support for growth/reclassification.

Staff Responsible for Monitoring: Teachers, Principal

Funding Sources: 199 - General Fund, 25,

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

December

March

May

June

Strategy 2

Host conference meetings to increase family engagement and understanding of TELPAS, LPAC, and academic goals.

Strategy's Expected Result/Impact: EB students will improve in academic performance & TELPAS.

Staff Responsible for Monitoring: Teacher & Parent

Funding Sources: 199 - General Fund, 25,

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

December

March

May

June

Performance Objective 3

Collegiate Academy will create and sustain a PTO for the 2025-2026 school year that will provide support to the campus and student needs.

Evaluation Data Source: PTO reports

Strategy 1

Once PTO is established and account created, PTO will create fundraisers to help support campus & student needs.

Strategy's Expected Result/Impact: PTO financial reports will be given on a monthly basis at meetings. List of item needs will start being purchased based on funds.

Staff Responsible for Monitoring: Principal, Campus Staff, PTO Board/Members

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

PTO will establish guidelines in bylaws for purchasing, while also following district processes/ procedures and PTO handbook. This will facilitate a safe & equitable purchasing power for the newly established PTO.

Strategy's Expected Result/Impact: Campus needs will be discussed & fundraisers done to provide support the needs.

Staff Responsible for Monitoring: Principal, Campus Staff, PTO Board/Members

Formative Reviews



Accomplished

December

March

May

June