Campus Improvement Plan
2023-2024

SAISD

Baskin Elementary

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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

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

SAISD 2023-2024 Board Goals

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

SAISD 2023-2024 Campus Goals

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

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

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

CNA Development Dates	Meeting Topics and Actions
Meeting #1 May 17,2023	Review of Data from MAP Growth, STAAR Preliminary Results, Attendance, and Parent Participation
Meeting #2 May 25, 2025	Expenditures for Title 1-tutoring, family events, academic nights, field trips, CRTs, resources

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

We used the 2022-2023 Summative evaluation to determine the effectiveness of the objectives and strategies identified in the CIP. The following are the results of the findings:

Baskin will continue to utilize a variety of resources and/or media to enhance student learning of grade level content by 10%. Field trips and extra curricular activities will used to enrich and expand the curriculum, strengthen observation skills by immersing students into sensory activities, and increase children's knowledge in a particular subject area by 5%. Professional development opportunities targeting campus areas of need will be provided to teachers and staff to ensure an increase of academic (83%) and social emotional growth for all students. Social and Emotional Resources will be used to decrease student misbehavior and support students and families with a variety of needs such as social emotional support, positive behavior choices, counseling support, and attendance motivators.

Parent VIP meetings will be offered two days out of the month at various times of the day to accommodate parent needs. Parents will be given the opportunity to increase their knowledge and understanding of academic expectations of their student while attending campus academic events. Baskin families and staff will modify the current Family Engagement Policy to reflect the current needs of the campus.

Baskin Attendance is 91% up from 89% during the 2021-2022 school year. Attendance motivators will be used more frequently- weekly, monthly, each 9-weeks,and at the end of the year.

Small group instruction will continue through the 2023-2024 School year. PK-1st grade will continue to receive explicit instruction in phonological awareness, phonics, and listening comprehension in order to increase achievement and meet individual growth goals.

50% of the students are Tier 1 with 56% growth. Campus will continue to utilize IA, the Instructional Coach and CRTs (pending funding) to assist students struggling with grade level TEKS. Tutoring opportunities will be provided to students in need of targeted skills.

Baskin will continue to use MAP as a progress monitor for Reading and Math.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment – Demographics

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

Demographics (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Campus Attendance Rate	ADA BI Reports Campus Historical Attendance Attendance By Teacher	PS DE-1	At the end of the 2022-2023 school year, our campus attendance rate was 91.16%. 4.84% less than the campus goal of 96%
		RC DE-1	Failure to implement effective strategies (call system, home visits)to improve student attendance.
Student Groups ELL/SPED	TELPAS TAPR 2020-2021	PS DE-2	Real world experiences for students and professional development are needed to equip teachers with equitable strategies to grow the academic achievement of our EB population where only 50% showed growth on Telpas.
		RC DE-2	Inconsistent use of the IEPS / ELPS and strategies learned in the Seven Steps to a Language Rich Interactive Classroom
Staff Data	Years of Experience Teacher Certifications Lesson Plans	PS DE-3	29% of the teaching staff have 0-5 years experience. Novice teaching staff and grade level changes for teachers have impacted student growth and achievement.
		RC DE-3	Teacher onboarding systems need to clarify campus expectations.
		PS DE-4	
		RC DE-4	
Data Determinations	Baskin services a low socio economic population. As a campus,we will increase our attendance rate of 91% to meet or exceed 95% by the end of the 2023-2024 school year. This will be accomplished by providing all students more opportunities to extend learning during and after school with off campus field trips and attendance motivators. Professional development for teachers and staff will target special populations on campus.		

Comprehensive Needs Assessment – Student Learning

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment			
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Student Learning (Minimum 2 Areas)			
Area Examined	**Data Sources**		**Problem Statements and Root Causes**
Grade Level Readiness	MAP Growth (Reading, Math) MAP Growth Instructional Level MAP Fluency EOY STAAR Preliminary Results CBA CBA-Oct	**PS SL-1**	EOY MAP Growth indicates that most grade levels (K-3) lost an average 7% growth between the MOY to the EOY on Reading MAP and 4% growth on Math.
		RC SL-1	Inconsistent use of the Reading and Math Framework, instructional strategies, and targeted small group instruction in Reading and Math.
State Accountability	STAAR Preliminary Results STAAR Simulation DATA STAAR Interims TAPR 2020-2021	**PS SL-2**	Preliminary STAAR data indicates 67% of students in 3rd-5th likely passed Reading and 58% likely passed Math.
		RC SL-2	Inconsistent use of foundational reading and math programs and strategies across grade levels.
Elementary Readiness	Circle Data	**PS SL-3**	53% of the students in PK met expectations on Rhyming I and II. 39% were on track for operations in Math.
		RC SL-3	Manipulating sounds in words were limited, beginning sounds were the focus during instruction. In Math, instruction focused on number identification and one to one correspondence.
		PS SL- 4	
		RC SL-4	
Data Determinations	Baskin will increase student achievement in grades PK-5th on all formative assessments (Circle, MAP Growth/Fluency,STAAR) to 75% of the students at approaches, 45% at meets, and 25% at masters by the end of the 2023-2024 school year by providing quality, equitable instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology. The campus will provide professional development on Reading and Math Frameworks, instructional strategies, and in depth TEKS deconstruction.		

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

	Processes and Programs (Minimum 2 Areas)		
Area Examined	**Data Sources**		**Problem Statements and Root Causes**
Professional Growth	PD Plan Staff Surveys	**PS PP-1**	Teacher performance ratings are not aligned to student performance data.
		RC PP-1	Limited experiences with equity focused lesson planning and instruction as well as timely feedback from administration have impacted necessary adjustments to instruction.
Social Emotional Learning	Rhithim Data Year to Date Discipline incidents	**PS PP-2**	Baskin received an 84 on Rhithim as result of students not logging into Rhithim daily. Discipline incidents across the campus-75
		RC PP-2	Inconsistent use morning mascot time due to an increased amount of absences and tardies from students and staff.
PLCs	Campus Schedule 2022-2023 Campus Schedule 2023-2024 SPED Schedule	**PS PP-3**	Opportunities for Special Education and Pre-K teams to attend weekly PLCs were limited and inconsistent.
		RC PP-3	Staff shortage on campus due to vacancies.created gaps in student supervision. Teachers were utilized in high need areas.
		PS PP-4	
		RC PP-4	
Data Determinations	Baskin will increase learning opportunities for all students and staff by providing more on campus professional development targeting campus areas of need (Agressive monitoring, Total Participation Techniques, Seven Steps to a Language Rich Classroom). PLNs will be restructured to include data disaggregation and MTSS/Intervention. Teachers will also receive feedback from administrators in a timely manner to assist in maximizing instruction for all students.		

Comprehensive Needs Assessment – Perceptions

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment			
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Perceptions (Minimum 2 Areas)			
Area Examined	**Data Sources**	**Problem Statements and Root Causes**	
Parent Engagement	Parent Sign in Sheets 2022-2023	**PS PE-1**	Parent participation in academic nights has decreased to less than 25% during the 2022-2023 school year.
		RC PE-1	Failure to provide continuous authentic and engaging activities for parents to participate in throughout the school year.
School Enrollment	Historical Enrollment	**PS PE-2**	Baskin continues to decline in enrollment. Since 2020 to date enrollment decreased from 406 to 309.
		RC PE-2	Baskin is a traditional campus with limited opportunities for students to participate in extracurricular activities that enhance their learning..
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	By the end of 2023-2024, all Baskin stakeholders will collaboratively increase parent participation in school academic activities by 10% with the use of relevant, engaging opportunities for parents to interact with students and staff during campus wide academic nights and increase the number of parent volunteers.		

2.1 - Campus Improvement Plan (CIP)

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

Plan for Improvement – Demographics

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1,2,3,4	Baskin will increase its attendance rate of 91% to meet or exceed 95% by the end of the 2023-2024 school year. PS-DE 1	Attendance motivators and parent information sessions during Meet the Teacher and throughout the year will be held to emphasize the importance of daily attendance and its correlation to student learning and how parents can work as partners to ensure their child's academic success.	Admin Teachers	Parent Engagement refreshments-$919 Parent Engagement Supplies-$919 Motivators-$3639.01
		Quarterly KPIs	**By the end of the 1st Quarter:** 25% of our student's parents/guardians will have attended and/or participated in one campus event. **By the end of the 2nd Quarter:** 50% of our student's parents/guardians will have attended and/or participated in two campus events. **By the end of the 3rd Quarter:** 75% of our student's parents/guardians will have attended and/or participated in three campus events. **By the end of the year:** 90% of our student's parents/guardians will have attended and/or participated in four campus events.		
DE-2	1,2,3	Baskin will increase the percentage of students in special programs including Dyslexia, 504 and Special Education who successfully pass grade level assessments by 10%. PS-DE 2	Baskin will provide real world experiences and structured support for students in need of interventions/accelerations, including intervention blocks and utilize research-based practices to develop lessons that are aligned to the grade-level standards and the needs of individual students. The Instructional Coach and CRTs will help support teachers and students during interventions.	Admin Teachers	Salary-$89,133 CRT-$7200 Tutoring-$500 Saturday School-$900
		Quarterly KPIs	**By the end of the 1st Quarter:** Structured support will be provided to all students during a campus wide intervention time. Skills in each student's area of need will be tracked and monitored by teachers on a student data tracker. **By the end of the 2nd Quarter:** 50% of the students in special populations will show a 10% increase in achievement on their formative assessments. **By the end of the 3rd Quarter:** 75% of the students in special populations will show a 10% increase in achievement on their formative assessments. **By the end of the year:** 100% of the students in special populations will show a 10% increase in achievement on their formative assessments.		
DE-3	1,2,3,4	Baskin will increase the number of professional development opportunities for teachers by 15% in order to create equitable, student-driven learning environments where exemplary teaching and learning practices are evident and used consistently across all classrooms.	Baskin will create a unified vision of instructional strategies (Total Participation, ELAR ECR) to engage all learners while utilizing technology and the physical environment to support learning resulting in 83% of the students showing growth in all content areas.	Admin Teachers	Consultants-$500

Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP) The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2,3	By the end of the 2023-2024 school year, the percentage of students at Tier in grades K-5th will increase by 20% from BOY to EOY in Reading and Math. PS-SL 1.	Students will utilize a variety of resources, media (online applications), and field trips to enhance their learning of grade level content by 5% during the 2023-2024 school year through the use manipulatives, paper, and pencils for all Core Content activities.	Teachers Admin	General Supplies-$2,368
		Quarterly KPIs	**By the end of the 1st Quarter:** Each grade level will team will submit their field trip plan for the year. **By the end of the 2nd Quarter:** All grade levels will have taken at least 1 field trip **By the end of the 3rd Quarter:** Teams will submit their plans for a second field trip for the year. **By the end of the year:** All grade levels will have completed at least 1 field trip.		
SL-2	1,2,3	Baskin will increase student achievement on all formative assessments to 75% of the students at approaches, 45% at meets, and 25% at masters by the end of the 2023-2024 school year by providing quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology. PS-SL 2	By the end of the 2023-2024 school year, teachers and other certified staff (CRT) will provide consistent targeted intervention, tutoring, and enrichment opportunities for students and follow MTSS intervention plans (HB 4545, At Risk) with 100% fidelity.	Teachers Admin	Salary-$89,133 CRT-$7200 Tutoring-$500
		Quarterly KPIs	**By the end of the 1st Quarter:** 100% of the teachers will be trained on Branching Minds, MTSS, HB1416, and IEPs. **By the end of the 2nd Quarter:** CRTs will assist teachers in planning and executing targeted small group instruction increasing student growth 5% on formative assessments. **By the end of the 3rd Quarter:** CRTs will assist teachers in planning and executing targeted small group instruction increasing student growth 10% on formative assessments. **By the end of the year:** 83% of the students in 3rd-5th grade will show growth from the middle of the year to the end of year on Reading and Math MAP Growth.		
	1,4	Baskin will increase Pre-Kinder students achievement by implementing effective classroom routines and instructional	During the 2023-2024 school year, teachers will utilize a variety of media to enhance instruction and provide equitable, purposeful lessons across all content areas to target skills that will ensure student mastery of PK guidelines and increase student achievement.	Teachers Admin	Tech Supplies-$5003

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1,2,3,4	Professional development opportunities targeting campus areas of need during the 2023-2024 school year will be provided to teachers and staff to ensure an increase of academic (83%) and social emotional growth for all students. PS-PP 1	Professional development opportunities in the form of consultants, book studies and conferences as well as the Rithim app. will be used to target campus areas of need during the 2023-2024 school year. These opportunities will be provided to teachers and staff to ensure an increase of academic (83%) and social emotional growth for all students.	Admin Teachers	$2000.00 $500.00 Consultants-$500
		Quarterly KPIs	**By the end of the 1st Quarter:** Teachers will be trained on the Reading and Math Frameworks and will utilize 1-2 strategies learned from their professional development. **By the end of the 2nd Quarter:** Teachers will participate in a campus wide book study on Math in Practice by Susan Oconnel and The Reading Strategies Book by Jennifer Serravalo. **By the end of the 3rd Quarter:** Teachers will provide at least one professional development opportunity for peers and one opportunity for parents to learn strategies to assist their students at home. **By the end of the year:** Students will show a 10% increase on Reading and Math MAP Growth.		
PP-2	4	During the 2023-2024 school year, Baskin will increase Social Emotional Awareness of students and staff by providing: counseling support, positive behavior choices, and attendance motivators to promote kindness resulting in a 10% decrease in discipline referrals. PS-PP 2	During the 2023-2024 school year, Social and Emotional Resources, weekly guidance counseling, Rithim surveys, and parent information sessions on SEL will be used to decrease student misbehavior and support students and families with a variety of needs such as social emotional support, positive behavior choices, counseling support, Communities in Schools, and attendance motivators.	Admin Teachers	
		Quarterly KPIs	**By the end of the 1st Quarter**, Beagle Bond time and guidance counseling will be built into the master schedule. Behavioral expectations training will occur for all staff. A PBIS Implementation Rubric will be created and shared with all staff members. **By the end of the 2nd Quarter::** The PBIS Team will conduct behavior walks to check for staff-wide implementation of PBIS strategies, the goal is at least 70% **By the end of the 3rd Quarter:** PBIS Team will conduct behavior walks to check for staff-wide implementation of PBIS strategies, the goal is at least 90% implementation. **By the end of the year**: PBIS expectations will be implemented by 100% of staff.		

Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	1,2,3	By the end of 2023-2024, all Baskin stakeholders will collaboratively increase parent participation by 10% in parent information sessions and school activities by creating relevant, engaging opportunities for parents to interact with students and staff during campus events. PS-Parent participation in academic nights decreased to less than 25% during the 2022-2023 school year.	Parent VIP meetings, academic information sessions, parent teacher conferences, and parent volunteer opportunities will be offered at various times of the day to accommodate parent needs. These opportunities will increase their knowledge and understanding of academic expectations while fostering a school/home connection as well as provide campus updates, strategies to help students at home, and community outreach information ..	Admin Teachers	Parent Engagement refreshments-$919 Parent Engagement Supplies-$919
		Quarterly KPIs	**By the end of the 1st Quarter:** 25% of our student's parents/guardians will have attended and/or participated in one campus event. **By the end of the 2nd Quarter:** 50% of our student's parents/guardians will have attended and/or participated in one campus event. **By the end of the 3rd Quarter:** 75% of our student's parents/guardians will have attended and/or participated in one campus event. **By the end of the year:** 90% of our student's parents/guardians will have attended and/or participated in one campus event.		
PE-2	1	Baskin will increase student enrollment by 10% (31 students) by the end of the 2023-2024 school year. PS-Baskin continues to decline in enrollment. Since 2020 to date enrollment decreased from 406 to 309.	A variety of registration events offered at various times of the day (drive throughs, campus phone calls to unregistered families, and neighborhood block walks) will be available to families seeking enrollment.	Admin Teachers	
		Quarterly KPIs	**By the end of the 1st Quarter:** Baskin will increase enrollment from the beginning of the year by 3% **By the end of the 2nd Quarter:** Baskin will increase enrollment from the beginning of the year by 6% **By the end of the 3rd Quarter:** Baskin will increase enrollment from the beginning of the year by 10% **By the end of the year: Baskin will meet the projected enrollment of 294 students**		
PE-3					
		Quarterly KPIs			

Quarter 1 Formative Review

2.2 – First Quarterly Review Meeting				
The CAC will use artifacts and data to check KPI progression for all strategies.				
GPS	**Quarter 1 KPI**	**Q1 Rating**	**Findings / Next Steps**	
DE-1				
DE-2				
DE-3				
SL-1				
SL-2				
SL-3				

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

Quarter 1 Formative Review

	2.2 – First Quarterly Review Meeting		
	The CAC will use artifacts and data to check KPI progression for all strategies.		
GPS	**Quarter 1 KPI**	**Q1 Rating**	**Findings / Next Steps**
PP-1			
PP-2			
PP-3			
PE-1			
PE-2			

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

Quarter 2 Formative Review

2.2 – Second Quarterly Review Meeting			
The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps

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

Quarter 3 Formative Review

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

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps

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

Quarter 4 Formative Review

	2.2 – Fourth Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.		
GPS	**Quarter 4 KPI**	**Q4 Rating**	**Findings / Next Steps**

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

Quarter 4 Summative Review

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

Performance Objective	Q4 Rating	Findings / Next Steps

ZP - Progress was less than 20% | LP – Progress was more than 19% but less than 50% | SP – Progress was more than 49% but less than 70% | MP – Progress was more than 69% | MO – Met PO | SU – Surpassed PO

District Purchases

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

Always Learning GPS	Problem Statement & Root Cause				

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

Campus Improvement Plan Quality Checklist

Quality Checklists

Comprehensive Needs Assessment - Problem Statements and Root Causes

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

Improvement Plan – Performance Objectives

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

Improvement Plan – Strategies

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

Federally Required Strategies – Do we have strategies that address -

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

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

Physical Locations of the Plan	Front Office	Physical Locations of the Plan	
Languages Available	English	Languages Available	
URL to Online Version	https://docs.google.com/presentation/d/1Q9laOEKcfpPVEXT9J7mQLDztALnvoE7o/edit?usp=sharing&ouid=106201131	URL to Online Version	

Equitable Availability of Parent-Family Engagement Policy to Parents

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

Title I Compliance Documentation and Submissions

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

Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	**CIP - CNA Process**	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <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)

Action	Documentation	CIP Location / Upload Location	Done
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature	**Google Shared Folder**	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Documentation and Submissions

Title I Compliance Documentation and Submissions

Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)

Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, and posted on your website		
PFE Meetings	Upload at least 4 invitations/notices representing family engagement meetings and trainings on different days and times	Google Shared Folder	

School-Parent-Compact (ESSA Sec. 1116(d)

Documentation	Description	CIP Location / Upload Location	Done
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, and 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))

Documentation	Description	CIP Location / Upload Location	Done
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings 09.29.23	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 both meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Documentation and Submissions

Assurances and Approval Information

Assistant Superintendent Assurance

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

Campus Principal Assurance

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

Campus Name	Campus Number
Baskin Elementary	15907- 105
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	Dr. Jonelda Deleon
Principal	**SAISD Board Approval Date**
Yvonne Martinez	
Date #1 Presented to Stakeholders	**Date #2 Presented to Stakeholders**
08.25.23	09.29.23

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

Committee Members

Name	Role	Name	Role
Yvonne Martinez	Principal		
Marissa Fain	Assistant Principal		
Monica Ramirez	Instructional Coach		
Megan Davis	Teacher-PK		
Nicole Campbell	Teacher-K		
Vanessa Sanchez	Teacher-1st		
Amalia Cortez	Teacher-2nd		
Nadia Sanchez	Teacher-3rd		
Jeanette Alcala	Teacher-4th		
Laura Barreira	Teacher-5th		
Jeannette Lopez	TeacherPE/Specials		
Jackie Ramos	Parent		
Ralph Mendez	Parent		
Lorena Navarro	Parent		