Campus Improvement Plan
2024 - 2025

SAISD

Baskin Elementary

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 55 in August 2024, to 60 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 29% in August 2024, to 35% 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 N/A in 2024, to N/A 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

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 #1: May 13, 2024	CNA/ CIP Forum SEAD Student Survey We discussed and analyzed data from MAP Growth, STAAR Interim, Attendance, and parent participation from sign in sheets.
Meeting #2: May 20, 2024	Review of CNA-Climate Survey Data review of MAP Growth, Fluency, MClass, and Circle were analyzed and problem statements and root causes were created.

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

We used the 2023-2024 Summative evaluation to determine the effectiveness of the objectives and strategies identified in the CIP. The following are the results of the findings:
Baskin Attendance is 92.03% up from 91% during the 2022-2023 school year. The committee will increase attendance awareness and provide more opportunities for students/parents to receive motivators more frequently-Daily announcements, weekly and monthly raffles, 9-weeks movie/parent night out opportunities, and end of the year awards.

Baskin will use district approved resources to enhance student learning of grade level content by 5%. 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 (Rithim score 84) growth for all students. Social and Emotional Resources will be used to decrease student misbehavior incidents (179) and support students and families with a variety of needs such as social emotional support, positive behavior choices, counseling support, and attendance motivators.

Parent meetings/principal coffees 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 (Math/Science/Literacy Night. Baskin families and staff have modified the current Family Engagement Policy to reflect the current needs of the campus. Campus professional development included Talk moves, Total Participation Techniques, and SRI protocols. The committee agreed to continue refining these strategies and will introduce PD on Kagan collaborative learning strategies.
The number of students at Tier 1 increased by 3% in Math and decreased by 7% in Reading from BOY. Baskin will continue to utilize IAs, 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.

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.

Demographics

At-Risk Rates (Branching Minds)	X	Student Graduation/Promotion Rate		Bilingual Service Records		Anecdotal data from programs	X
STAAR Domain 3 Data		GT Service Records		Classroom Observation Data	X	EOY Assessment Data	X
Special Education Service Records	X	PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS	X
Student Attendance Records	X	Teacher Attendance Records		Other (Indicate to the Right)			

Student Learning

STAAR/EOC Results	X	Local Benchmark Results		State Interim Results	X	MAP Data	X
CIRCLE Data	X	CBA and Local Formative Results	X	PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions	X	Student Retention Rates		CTE Enrollment		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			

Processes and Programs

Observational Data	X	Sign-Ins / Minutes	X	Calendar of Events	X	RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities	X	MTSS Data	X	Branching Minds	X	Feedback Given To Teachers	X
Coaching Cycle	X	SEAD Activities & Effectiveness	X	Effectiveness of Restorative Practices	X	Rhythm Data	X
App usage dashboard	X	SKEW Data		Out of class routines	X	T-TESS Data	X
Other (Indicate to the Right)				Other (Indicate to the Right)			

Perceptions

Teacher/Staff Surveys	X	Parent/Student Surveys	X	Classroom Observations	X	Parental Involvement Data	X
Parent Volunteers	X	Calendar of Parent Engagement	X	Feedback to Teachers	X	Mission, Values, and Vision	X
Other (Indicate to the Right)				Other (Indicate to the Right)			

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		Problem Statements and Root Causes
Student Attendance	PS DE-1	At the end of the 2023-2024 school year, our student attendance rate was 92.03%. The campus goal was 96%.
	RC DE-1	Campus implementation of attendance strategies (call system and home visits) were inconsistent with following up with families with chronic absentees.
Programs Student Outcomes	PS DE-2	Emergent Bilingual showed less than 10% growth on end of year assessments. 59% of our EB students had an intermediate score on TELPAS. 27% scored Advanced and 0% scored Advanced High. Data indicated 60% did not increase one proficiency level in Reading, speaking, listening, and writing..
	RC DE-2	Inconsistent implementation of the IEPS / ELPS and strategies from the Seven Steps to a Language Rich Interactive Classroom training.
Programs Student Outcomes	PS DE-3	STAAR 2024 data, special education students are underperforming on grade-level and state assessments in Reading (38%) and Math (33%) and did not meet individual goals.
	RC DE-3	Collaboration among all teaching staff and administration did not occur on a regularly to analyze data and target support systems.
Choose One	PS DE-4	
	RC DE-4	

Strengths & Areas for Improvement Based on your Data Analysis		Our attendance rate improved from the previous year by 1% 91.16% to 92.03%
		  *Hispanic(92%) and Asian (89%) populations had the lowest attendance rate.
		  *All grade levels had an attendance rate over 90% PK-92, K-91 , 1st-93 , 2nd-93 , 3rd-93 , 4th-91 , 5th-93
		Baskin progressed toward its goal to increase the achievement and growth of Special Education students. 4 Special Education student increased by 5% on Math and 1 student increased by 10%.
		Campus professional development will includeTalk moves, Total Participation Techniques, SRI protocols, and a book study on "Productive Math Struggle".

Title

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		**Problem Statements and Root Causes**
Grade Level Readiness	PS SL-1	EOY MAP Growth indicates that 54% of students in grades K-4th grade were Tier 1 in Reading and 57% were Tier 1 in Math.
	RC SL-1	Reading and Math Frameworks, instructional strategies, and targeted small group instruction was not implemented with fidelity
EOY Assessment Outcomes	PS SL-2	2023-2024 STAAR data indicates 74% of our student met approaches in 3rd-5th Reading and 66% met approaches in Math.
	RC SL-2	Master schedule did not include specific intervention times to allow for targeted support strategies.
EOY Assessment Outcomes	PS SL-3	
	RC SL-3	
EOY Assessment Outcomes	PS SL- 4	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis		PK students surpassed the target goal on Circle. PK4 Circle Reading: Tier 1-88% Growth: 88% PK4 Circle Math: Tier 1-88% Growth 96% The number of students at Tier 1 increased by 3% in Math and decreased by 7% in Reading. MAP Growth Reading: The number of students at Tier 1 at the BOY was 61% and EOY fell to 54%. The campus percentage at the EOY does not include 5th grade students. MAP Growth Math: The number of students at Tier 1 at the BOY was 53% and EOY increased to 57%. The campus percentage at the EOY does not include 5th grade students. STAAR simulation data indicated Reading in 3rd-5th: Approaches-60%. Meets-27%, Masters-12% Math in 3rd-5th: Approaches-35%. Meets-12%, Masters-6% Preliminary STAAR Data indicates low growth in 4th and 5th grade Math.

Comprehensive Needs Assessment - Processes & Programs

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.		
Processes & Programs (Minimum 2 Areas)		
Area Examined		**Problem Statements and Root Causes**
Teacher Feedback	PS PP-1	Teacher T-TESS performance ratings are not aligned to student performance data.
	RC PP-1	Walkthrough observations and data were not calibrated on a consistent basis.
Behavioral / SEAD Needs	PS PP-2	Campus discipline incidents increased in Frontline from the previous year and our Rithim Score decreased from 85 to 84. (Get specific data for discipline numbers)
	RC PP-2	Lack of fidelity to the intergration of PBIS strategies and its components. Lack of a counselor contributed to supporting students with social-emotional needs.
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		

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.

Comprehensive Needs Assessment - Perceptions

Student Learning (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Extracurricular Involvement	**PS PE-1**	Baskin continues to decline in enrollment. Since 2020 to date enrollment decreased from 406 to our current enrollment of **285**. 2022-2023 school year ended with 309 students. 2023-2024
	RC PE-1	Baskin is a traditional Pre-K - 5 campus with limited opportunities for students to participate in extracurricular activities that enhance their learning.
Engagement Opportunities	**PS PE-2**	Family Celebration events have higher parent participation than academic nights.
	RC PE-2	Campus has not provided continuous authentic and engaging activities for parents to participate in throughout the school year.
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		

Plan for Improvement – Demographics

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

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1,2,3,4	By the end of the year, Baskin will increase student attendance by 4% to meet the goal of 96%.	Attendance motivators and parent information sessions will be held to emphasize the importance of daily attendance.	Admin, Teachers, Attendance Clerk	$500.00
	PS #	**Quarterly KPIs**	By the end of the first quarter, student cumulative attendance rate for the campus will increase to 93%		
			By the end of the second quarter, student cumulative attendance rate for the campus will increase to 95%		
	1		By the end of the third quarter, student cumulative attendance rate for the campus will increase to 95%		
			By the end of the fourth quarter, student attendance rate for the campus will increase to 96%		
DE-2	1,2,3	By the end of the year, Baskin will increase the percentage of EB students' TELPAS Reading, Speaking, Listening and Writing score by 10%.	Baskin will provide our Emergent Bilingual population opportunities to engage in instruction activities using Imagine Literacy for EB students with 0-3 years in the US, Seven Step to a Language Rich Classroom, and the English Language Proficiency Standards. Teachers will ensure Instructional Accommodations are used with fidelity.	Admin, ESL Teachers	
	PS #	**Quarterly KPIs**	By the end of the first quarter, teachers will receive refresher training on Imagine Literacy (EB identified students from 0-3 years), Seven Steps to a Language Rich Classroom and the English Language Proficiency Standards. A baseline for Reading, Speaking, Listening and Writing will be collected from 100% of our EB population using the Proficiency Levels Descriptors (PLD's) Rubric.		
			By the end of the second quarter, 25% of our EB students will show a 5% increase using the Proficiency Levels Descriptors (PLD's) Rubric.s. A second point of data for Reading, Speaking, Listening and Writing samples will be collected from 100% of our EB population using the English Language Proficiency Standards (ELPS).		
	2		By the end of the third quarter, 50% of our EB students will show a 10% increase using the Proficiency Levels Descriptors (PLD's) Rubric.s. A second point of data for Reading, Speaking, Listening and Writing samples will be collected from 100% of our EB population using the English Language Proficiency Standards (ELPS).		
			By the end of the fourth quarter, 75% of our EB students will show a 15% increase using the Proficiency Levels Descriptors (PLD's) Rubric.s. A second point of data for Reading, Speaking, Listening and Writing samples will be collected from 100% of our EB population using the English Language Proficiency Standards (ELPS).		
DE-3	1,2,3	By the end of the year students in special programs will show a 10% increase in success with State assessments.	Students in special programs will be provided structured support including intervention blocks built in to the Master Schedule and daily instruction aligned to the grade-level standards and the needs of individual students. Teachers will ensure instructional accommodations with fidelity.		
	PS #	**Quarterly KPIs**	By the end of the first quarter, structured support will be provided to all students in special programs 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 second quarter, 25% of the students in special populations will show a 10% increase in achievement on their formative assessments.		
	3		By the end of the third quarter, 50% of the students in special populations will show a 10% increase in achievement on their formative assessments.		
			By the end of the fourth quarter, 75% of the students in special populations will show a 10% increase in achievement on their formative assessments.		
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,		

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

Plan for Improvement – Student Learning

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2,3	By the end of the year, the percentage of students at Tier 1 in grades PK-2nd will increase by 10% from BOY to EOY in Reading and Math.	Students will be provided a guaranteed and viable curriculum; formative assessment will be conducted every fourth and nine week.	Admin, Teachers	
	PS #		By the end of the first quarter, 100% students will be assessed on beginning of year MAP, mClass, CIRCLE and end on nine week assessment.		
			By the end of the second quarter, the percentage of students' academic growth will increase by 10% for Tier I students.		
	1		By the end of the third quarter, the percentage of students' academic growth will increase by 20% for Tier I students		
			By the end of the fourth quarter, the percentage of students' academic growth will increase by 30% for Tier I students.		
SL-2	1,2,3	By the end of the year, Baskin will increase student achievement on all formative assessments to 80% of the students at approaches, 60% at meets, and 25% at masters.	Tutoring and enrichment opportunities will be provided for students. The Master Schedule includes 45 minutes daily for intervention.	Admin, Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of students will be provided intervention in Math and Reading in a schoolwide intervention program.		
			By the end of the second quarter, 10% of students will show academic growth in Reading and Math through targeted intervention.		
			By the end of the third quarter, 20% of students will show academic growth in Reading and Math through targeted intervention.		
			By the end of the fourth quarter, 30% of students will show academic growth in Reading and Math through targeted intervention.		
SL-3		By the end of the year, 3rd- 5th Grade will show an increase in the number of students scoring at the meets level in Reading, to get to 60% by the End of Year.	Teachers will implement the curriculum provided by the district and follow the district framework. Duirng PLC's, 100% of teachers will track data, use backwards design planning, to ensure alignment to the TEKS. Additionally, campus will provide learning experiences through field trips to provide real world connections to the TEKS.		
	PS #		By the end of the first quarter, 45% of students will perform at Meets level on formative assessments in Reading.		
			By the end of the second quarter, 50% of students will perform at Meets level on formative assessments in Reading		
			By the end of the third quarter, 55% of students will perform at Meets level on formative assessments in Reading		
			By the end of the fourth quarter, 60% of students will perform at Meets level on formative assessments in Reading.		
SL-4		By the end of the year, 3rd- 5th Grade will show an increase in the number of students scoring at the meets level in Math, to get to 60% by the End of			
	PS #	Quarterly KPIs	By the end of the first quarter, 45% of students will perform at Meets level on formative assessments in Math.		
			By the end of the second quarter, 50% of students will perform at Meets level on formative assessments in Math.		
			By the end of the third quarter, 55% of students will perform at Meets level on formative assessments in Math.		
			By the end of the fourth quarter, 60% of students will perform at Meets level on formative assessments in Math.		

Plan for Improvement – Processes & Programs

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		By the end of the year, Baskin will increase the number of professional development opportunities by 15% and teachers performing at the Accommplished level on TTESS.	Baskin will provide a unified vision of instructional strategies and opportunities for professional growth for certified personnel to include schoolwide and Districtwide programs, such as 50/50 days and EPIC Saturdays. In addition, providing support for all special populations to include Art, Music, Physical Education.	Administration	
	PS #	**Quarterly KPIs**	By the end of the first quarter, all certified personnel will have completed the T-TESS update training on Vector Training. Teachers will attend the Districtwide training on 50/50 days and EPIC Saturday. Timely and relevant feedback will be provded to teachers based on calibrated walkthrough		
			By the end of the second quarter, certified personnel will attend weekly PLN meetings, the Districtwide training on 50/50, Schoolwide Academic Night, and Faculty meetings. Timely and relevant feedback will be provded to teachers based on calibrated walkthrough observations..		
			By the end of the third quarter, certified personnel will attend weekly PLN meetings, the Districtwide training on 50/50, Schoolwide Academic Night, and Faculty meetings. Timely and relevant feedback will be provded to teachers based on calibrated walkthrough observations..		
			By the end of the third quarter, certified personnel will attend weekly PLN meetings, the Districtwide training on 50/50, Schoolwide Academic Night, and Faculty meetings. Timely and relevant feedback will be provded to teachers based on calibrated walkthrough observations.		
PP-2		By the end of the year, Baskin will decrease the number of discipline incidents in Frontline by 25% and increase Campus Rithim score 84 to 90.	Teachers will incorporate Sanford Harmony into the schedule and use it with fidelity. The Rithim App will be daily. Weekly counseling sessions have been added to the Master Schedule. Counselor will focus lessons on Baskin 22, which will focus on postive and respectful behaviors.	Teachers, Admin	
	PS #	**Quarterly KPIs**	By the end of the first quarter, Beagle Bond time and guidance counseling sessions will be built into the master schedule. PBIS team will train faculty and staff on the PBIS model.		
			By the end of the second quarter, the PBIS Team will conduct behavior walks to check for staff-wide implementation of PBIS strategies. Staff will conduct ongoing communication with parents. Decrease the number of unique offenders by 5%.		
			By the end of the third quarter, the PBIS Team will conduct behavior walks to check for staff-wide implementation of PBIS strategies. Staff will conduct ongoing communication with parentsDecrease the number of unique offenders by 10%.		
			By the end of the fourth quarter, the PBIS Team will conduct behavior walks to check for staff-wide implementation of PBIS strategies. Staff will conduct ongoing communication with parents. Decrease the number of unique offenders by 15%.		
PP-3					
	PS #	**Quarterly KPIs**			
PP-4					
	PS #	**Quarterly KPIs**			

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	1	By the end of the year, Baskin will increase student enrollment by 10% (29 students).	A variety of registration events offered at various times of the day (drive throughs, campus phone calls to unregistered families, Beagle Draft to recruit students, and neighborhood block walks) will be available to families seeking enrollment.	Attendance Clerk, Admin, Teachers	
	PS #	**Quarterly KPIs**	By the end of the first quarter, Baskin will increase enrollment from the beginning of the year by 3%		
			By the end of the second quarter, Baskin will increase enrollment from the beginning of the year by 6%		
	1		By the end of the third quarter, Baskin will increase enrollment from the beginning of the year by 9%		
			By the end of the fourth quarter, Baskin will meet and/or exceed the projected enrollment of 270 students.		
PE-2	1,2,3,4	By the end of the year, Baskin will increase parent participation in academic events by 25%	Campus Parent/principal coffees, academic information sessions, parent teacher conferences, and parent volunteer opportunities will be offered. Faculty and staff will promote campus events via website, flyers, class DOJO, monthly and Semester calendars.	Admin, Teachers	
	PS #	**Quarterly KPIs**	By the end of the first quarter, 25% of our student's parents/guardians will have attended and/or participated in one academic/campus events.		
			By the end of the second quarter, 40% of our student's parents/guardians will have attended and/or participated in one academic/campus events.		
	2		By the end of the third quarter, 55% of our student's parents/guardians will have attended and/or participated in two academic/campus events.		
			By the end of the fourth quarter, 70% of our student's parents/guardians will have attended and/or participated in two academic/campus events.		
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.

First Quarterly Review

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, student cumulative attendance rate for the campus will increase to 93%	Choose One	
DE-2	By the end of the first quarter, teachers will receive refresher training on Imagine Literacy (EB identified students from 0-3 years), Seven Steps to a Language Rich Classroom and the English Language Proficiency Standards. A baseline for Reading, Speaking, Listening and Writing will be collected from 100% of our EB population using the Proficiency Levels Descriptors (PLD's) Rubric.	Choose One	
DE-3	By the end of the first quarter, structured support will be provided to all students in special programs 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.	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, 100% students will be assessed on beginning of year MAP, mClass, CIRCLE and end on nine week assessment.	Choose One	
SL-2	By the end of the first quarter, 100% of students will be provided intervention in Math and Reading in a schoolwide intervention program.	Choose One	
SL-3	By the end of the first quarter, 45% of students will perform at Meets level on formative assessments in Reading.	Choose One	
SL-4	By the end of the first quarter, 45% of students will perform at Meets level on formative assessments in Math.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, all certified personnel will have completed the T-TESS update training on Vector Training. Teachers will attend the Districtwide training on 50/50 days and EPIC Saturday. Timely and relevant feedback will be provded to teachers based on calibrated walkthrough observations.	Choose One	
PP-2	By the end of the first quarter, Beagle Bond time and guidance counseling sessions will be built into the master schedule. PBIS team will train faculty and staff on the PBIS model.	Choose One	
PP-3		Choose One	
PP-4		Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, Baskin will increase enrollment from the beginning of the year by 3%	Choose One	
PE-2	By the end of the first quarter, 25% of our student's parents/guardians will have attended and/or participated in one academic/campus events.	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	#REF!	Choose One	
DE-2	By the end of the second quarter, 25% of our EB students will show a 5% increase using the Proficiency Levels Descriptors (PLD's) Rubric s. A second point of data	Choose One	
DE-3	By the end of the second quarter, 25% of the students in special populations will show a 10% increase in achievement on their formative assessments	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, the percentage of students' academic growth will increase by 10% for Tier I students	Choose One	
SL-2	By the end of the second quarter, 10% of students will show academic growth in Reading and Math through targeted intervention	Choose One	
SL-3	By the end of the second quarter, 50% of students will perform at Meets level on formative assessments in Reading	Choose One	
SL-4	By the end of the second quarter, 50% of students will perform at Meets level on formative assessments in Math	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, certified personnel will attend weekly PLN meetings, the Districtwide training on 50/50, Schoolwide Academic Night, and	Choose One	
PP-2	By the end of the second quarter, the PBIS Team will conduct behavior walks to check for staff-wide implementation of PBIS strategies. Staff will conduct ongoing	Choose One	
PP-3		Choose One	
PP-4		Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, Baskin will increase enrollment from the beginning of the year by 6%	Choose One	
PE-2	By the end of the second quarter, 40% of our student's parents/guardians will have attended and/or participated in one academic/campus events	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.

Third Quarterly Review

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, student cumulative attendance rate for the campus will increase to 95%	Choose One	
DE-2	By the end of the third quarter, 50% of our EB students will show a 10% increase using the Proficiency Levels Descriptors (PLD's) Rubric s. A second point of data	Choose One	
DE-3	By the end of the third quarter, 50% of the students in special populations will show a 10% increase in achievement on their formative assessments	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, the percentage of students' academic growth will increase by 20% for Tier I students	Choose One	
SL-2	By the end of the third quarter, 20% of students will show academic growth in Reading and Math through targeted intervention	Choose One	
SL-3	By the end of the third quarter, 55% of students will perform at Meets level on formative assessments in Reading	Choose One	
SL-4	By the end of the third quarter, 55% of students will perform at Meets level on formative assessments in Math	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, certified personnel will attend weekly PLN meetings, the Districtwide training on 50/50, Schoolwide Academic Night, and	Choose One	
PP-2	By the end of the third quarter, the PBIS Team will conduct behavior walks to check for staff-wide implementation of PBIS strategies. Staff will conduct ongoing	Choose One	
PP-3		Choose One	
PP-4		Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, Baskin will increase enrollment from the beginning of the year by 9%	Choose One	
PE-2	By the end of the third quarter, 55% of our student's parents/guardians will have attended and/or participated in two academic/campus events	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, student attendance rate for the campus will increase to 96%	Choose One	
DE-2	By the end of the fourth quarter, 75% of our EB students will show a 15% increase using the Proficiency Levels Descriptors (PLD's) Rubric s. A second point of data	Choose One	
DE-3	By the end of the fourth quarter, 75% of the students in special populations will show a 10% increase in achievement on their formative assessments	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, the percentage of students' academic growth will increase by 30% for Tier I students	Choose One	
SL-2	By the end of the fourth quarter, 30% of students will show academic growth in Reading and Math through targeted intervention	Choose One	
SL-3	By the end of the fourth quarter, 60% of students will perform at Meets level on formative assessments in Reading	Choose One	
SL-4	By the end of the fourth quarter, 60% of students will perform at Meets level on formative assessments in Math	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, certified personnel will attend weekly PLN meetings, the Districtwide training on 50/50, Schoolwide Academic Night, and	Choose One	
PP-2	By the end of the fourth quarter, the PBIS Team will conduct behavior walks to check for staff-wide implementation of PBIS strategies. Staff will conduct ongoing	Choose One	
PP-3		Choose One	
PP-4		Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, Baskin will meet and/or exceed the projected enrollment of 270 students	Choose One	
PE-2	By the end of the fourth quarter, 70% of our student's parents/guardians will have attended and/or participated in two academic/campus events	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

Fourth Quarterly Review

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, Baskin will increase student attendance by 4% to meet the goal of 96%	Choose One	
DE-2	By the end of the year, Baskin will increase the percentage of EB students' TELPAS Reading, Speaking, Listening and Writing score by 10%	Choose One	
DE-3	By the end of the year students in special programs will show a 10% increase in success with State assessments	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, the percentage of students at Tier 1 in grades PK-2nd will increase by 10% from BOY to EOY in Reading and Math	Choose One	
SL-2	By the end of the year, Baskin will increase student achievement on all formative assessments to 80% of the students at approaches, 60% at meets, and 25% at	Choose One	
SL-3	By the end of the year, 3rd- 5th Grade will show an increase in the number of students scoring at the meets level in Reading, to get to 60% by the End of Year	Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, Baskin will increase the number of professional development opportunities by 15% and teachers performing at the Accomplished level on	Choose One	
PP-2	By the end of the year, Baskin will decrease the number of discipline incidents in Frontline by 25% and increase Campus Rithim score 84 to 90	Choose One	
PP-3		Choose One	
PP-4		Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, Baskin will increase student enrollment by 10% (29 students)	Choose One	
PE-2	By the end of the year, Baskin will increase parent participation in academic events by 25%	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

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

Name	Role		Name	Role
Megan Davis	PK Teacher		Joseph Ybanez	Parent
Nicole Campbell	Kinder Teacher		Ralph Mendez	Parent
Lori Ramirez	1st Grade Teacher		Susan Simpson	Community Member
Vanessa Sanchez	2nd Grade Teacher		Aaron Escamilla	Business Representative
Nadia Sanchez	3rd Grade Teacher		Araceli Bermea	Paraprofessional
Michelle McFarland	4th Grade Teacher		Laura Gutierrez	Paraprofessional
Laura Barreira	5th Grade Teacher		Rebecca Holliday	Counselor
Jeannette Lopez	Specials Teacher		Monica Ramirez	Instructional Coach
Casandra Garza	Special Education Teacher		Janet Mansmann	Assistant Principal
Lauren Cervera	District Representative		Yvonne Martinez	Principal

Committee Members

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
	15907- ###

Superintendent	Assistant Superintendent
Dr. Jaime Aquino	

Principal	SAISD Board Approval Date

Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

(Side label: Assurances and Plan Approval Information)

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.

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	
☑ At-Risk Support	Physical Locations of the Plan	Front Office & Library
☐ CCMR - Secondary	Languages Available	English
☐ Dropout Prevention (Secondary)	URL to Online Version	
☑ Federally Funded Staff	**Equitable Availability of Parent-Family Engagement Policy to Parents**	
☑ MTSS – Behavioral Interventions	Physical Locations of the Policy	Front Office & Library
☑ Parent & Family Engagement	Languages Available	English and Spanish
☐ Physical Activity	URL to Online Version	https://schools.saisd.net/upload/template/0248/docs/BaskinParentFamilyEngagementPolicy24-25.pdf
☑ Professional Development	**Equitable Availability of the School-Parent Compact to Parents**	
☑ Quality of Learning Environment	Physical Locations of the Compact	Front Office & Library
☐ Recruiting/Retaining Teachers	Languages Available	English and Spanish
☐ Social and Emotional Support	URL to Online Version	https://schools.saisd.net/upload/template/0248/docs/BaskinParentFamilyCompact24-25a.pdf
☑ Student Attendance	**How and When was the PFE Policy & School-Parent Compact Distributed**	

How and When was the PFE Policy & School-Parent Compact Distributed				
Method	Date	Method	Date

Other strategies checked:
☑ Students Not On Grade Level
☑ Support for Special Populations
☐ Transition PK to K
☐ Violence Prevention/Intervention

Documentation and Submissions

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	**Documentation**	**CIP Location / Upload Location**	**Done**
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	**CIP - CNA Process**	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, _and_ posted on your website	**CIP - Quality Checklist**	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	**Google Shared Folder**	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	**CIP - Summative Review**	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature	**Google Shared Folder**	Y
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	Y
	Dated agenda and minutes from the meeting documenting discussion and decisions		Y
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		Y
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		Y
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))			
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**	Y
	PFE Policy is in an accessible location on your campus, list of available languages, _and_ posted on your website	**CIP - Quality Checklist**	Y
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	Y
	Dated agenda and minutes from the meeting documenting discussion and decisions		Y
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		Y
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 _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		