

Abilene Independent School District
Bassetti Elementary
2021-2022 Campus Improvement Plan

Mission Statement

AISD engages and empowers each student to be contributing, responsible citizens who reach their full potential through relevant, innovative and rigorous learning experiences.

Vision

Inspired, skilled, engaged and empowered students make a difference in the world.

Core Beliefs

- Deep learning involves critical thinking, collaboration and problem solving.
- Relevant and meaningful student experiences are the core of the modern classroom.
- Initiative, innovation, a strong work ethic and entrepreneurial spirit are life skills each student needs.
- The cultivation of each student's strengths and passions leads to success.
- Respect, care and having high expectations for each student is the foundation for learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bassetti Elementary currently has 453 students, with the student enrollment averaging between 420 and 470 student for the 2020 - 2021 school year. Of this enrollment, 36.8% of the students are White, 38.6% Hispanic, 14.5% Black, 3.5% are Asian, and the remaining listed as American Indian or Two-or-More races. There is currently 10.6% of the total enrollment who receive English as a Second Language services, with the majority of these students originally from Nepal.

The economically disadvantage population for our campus is 67.7%, which is slightly lower than the district average of 69% for the school year. Additionally, 4.8% are Gifted and Talented, and 22.5% receiving Special Education services. Our attendance area includes a large number of apartment complexes, which contributes to a higher than average mobility rate as reported by the Texas Education Agency.

Attendance is an area that Bassetti continually concentrates on for improvement. At the end of the 6th six weeks of the 2020-2021 school year, the attendance rate stands at 95.2%, with the district rate of 94.1%.

Demographics Strengths

Bassetti Elementary has many strengths. Some of the most notable demographics strengths include:

1. Our Parent Teacher Organization (PTO) has strengthened and been very active with supporting our campus this year. They have been doing fundraiser projects to address future campus needs including additions to the playground, such as a new basketball goal and concrete slab.
2. Our campus diversity continues to be a strength, with students having opportunities to learn about each other's cultures.
3. The campus has successfully provided opportunities for parents to attend school events, such as Title 1 events, Open Houses and new Reagan family night.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The attendance rate at Bassetti continues to fall below the campus and district goal of 97%. **Root Cause:** A root cause for low attendance is lack of parent support of the importance of school for younger grade levels, as well as parent accountability for high absenteeism, and low remote learning attendance.

Problem Statement 2: There continues to be consistent student behavior issues that affect that student's learning and functioning at school, as well as other students in the class, specifically for the most challenging 5 to 7% exhibiting extreme behavior challenges. **Root Cause:** A correlation between Tier 3 behavior and lack of students' social and emotional skills can be connected to lack of parental support, involvement, and accountability.

Problem Statement 3: Although the campus has been making gains in this area, there is still a need for increase in parent communication and participation. **Root Cause:** The lack of parent support, including putting emphasis and involvement in their child's education. Also, remote learning hindered parent involvement in making sure assignments were being turned in.

Student Learning

Student Learning Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2018-19 school year, Bassetti Elementary met all four targets:

- Index 1 - Student Achievement: Bassetti Elementary Score: 76 out of 100 (met standard)
- Index 2 - Student Progress: Bassetti Elementary Score: 81 out of 100 (met standard)
- Index 3 - Closing Performance Gaps: Bassetti Elementary Score: 74 out of 100 (met standard)

These scores result in Bassetti Elementary receiving a **2019 Texas Accountability Met Standard rating with the score of 79 and letter grade of "C" on the TEA Accountability Report Card.**

Bassetti was recognized for the following Distinction Designations for 2018:

- Academic Achievement in English Language Arts/Reading
- Top 25% Closing Performance Gaps
- Postsecondary Readiness

2020-2021 STAAR test scores by individual test for students who met the standar for Approaches:

- Reading: All students 65% Hispanic 62% White 70% Econ Dis 61%
- Math: All students 70% African American 59% Hispanic 65% White 74% Econ Dis 61%
- Writing: All students 38% Econ Dis 27%
- Science: All Students 80% Econ Dis 77%

Student Learning Strengths

The following are highlighted as strengths in the area of student academic achievement:

1. Bassetti ranked fourth out of 40 similar TEA grouped schools in the reporting area of Comparative Closing the Achievement Gaps on the 2018 STAAR assessments.
2. Post secondary rediness earned a distinction designation with a score of 100%.
3. The Accountability Report Card for Bassetti includes met standard scores in a range of 67 to 88%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a good number of students at each grade level that are reading below targeted grade level for that grade. **Root Cause:** Students are promoted to the next grade level for overall performance and grade recovery, but the reading level is still below grade level. Also, a shortened 2019-2020 school year has caused minimal progress with some students.

Problem Statement 2: Performance on the 2018 STAAR writing test remains in the mid 60 % to low 70% for met standard in 4th grade (71% in 2019, 63% in 2018 and 65% in 2017). **Root Cause:** There is a correlation between writing skills and below grade level reading skills.

Problem Statement 3: Bassetti's performance on the STAAR Science test has declined over the past three years with 80% met standard in 2016, to 71% in 2017, and then 57% in 2018. **Root Cause:** Lack of hands-on instruction in the area of Science and teacher mobility over the past three years has affected student performance.

School Processes & Programs

School Processes & Programs Summary

Student progress is at the heart of all that is done at Bassetti. Instruction in the classrooms is focused on the needs of each individual student, including the use of small groups in order for the teachers to continually monitor student progress. Interventions in the classroom, as well as specified RTI programs such as LLI and Math Interventionist, are used to individualize, provide support and track student progress in areas of weakness. Additionally, students use technology-based programs on an ongoing basis to enhance their learning in all areas as well as provide interventions as needed.

Along with teacher selected routine classroom assessments, district and campus level assessments include benchmarks in the areas of Reading, Math and Science are used throughout the school year. Teachers in all grade levels also use Pearson and MAP data at the beginning, middle and end of the year to identify reading levels and target skills for development. Teachers also utilize Leader in Me data notebooks to track students' progress on academic goals throughout the school year.

Teachers take advantage of team planning, various committees, PLCs, and grade level meeting with the principal and instructional coordinator to facilitate communication and academic excellence at Bassetti. The entire faculty and staff meets together approximately twice a month throughout the school year for staff training updates, discuss campus needs, and plan upcoming events. PLCs are held every other week for each grade level to discuss and review student data and how best to address student needs. Partnering with another elementary campus, Engage 2 Learn Unit Design Days meet once every six weeks with each grade level to focus on best practices for that particular six weeks. On a weekly basis, every grade level team meets together to map out instruction and target specific skills that will be taught for the upcoming week. Individual teachers then make instructional and intervention decisions to meet the specific needs of the students in the class, utilizing the TEKS Resource System and ongoing data collected by the teacher.

Through the Leader in Me program implementation throughout the campus involving teachers, staff, students and parents, Bassetti takes pride in improving the performance of students by addressing character, behavior, work ethic, attendance and safety. The Leader in Me program has also provided students with leadership opportunities by being part of various student groups on campus. Likewise, the implementation of CHAMPS and Foundations campus procedures has allowed individual classrooms and the campus as a whole to have a common set of expectations everywhere on campus.

All faculty and staff at Bassetti Elementary meet the federal and state highly qualified requirements allowing for students to be instructed and supported by teachers and staff who strive to meet the needs of all of our students.

School Processes & Programs Strengths

The following School Processes and Program Strengths have been identified:

1. Our campus plans and engages in targeted staff development activities throughout the year that directly relate to our campus needs, including PLCs in each grade level, CHAMPS and Foundations training, Leader in Me updates and instructional technology applications.
2. Bassetti implements intervention programs such as LLI, RTI, and Math small group instruction that has had a direct positive impact on student progress toward grade level success.
3. Through Title I funding, academic tutors, online programs, and teacher resources assist at each grade level to provide small group academic support in reading and math.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers will need guidance and support to utilize the new promethean board technology effectively as part of daily instruction. **Root Cause:** This is new district upgraded technology for the campus to learn all the new components (cart and panel).

Problem Statement 2: Chronic student behavioral issues are resulting in lost instructional time in the classroom for all the students on a daily basis. **Root Cause:** Students lack the social / emotional and academic support skills to cope when frustrated with behavior or academic expectations.

Perceptions

Perceptions Summary

The mission statement for Bassetti Elementary is “Love, Learn, Lead”, and the staff and students strive every day to meet that mission together and individually.

Bassetti Elementary is proud to be a Leader In Me school, with the implementation year of 2015-16. The fundamental principles of teaching and living the Seven Habits of Highly Effective People as it relates to elementary children and staff is at the heart of our campus culture. Students are taught lessons in the classroom related to these seven habits, as well as participate in classroom and campus activities to promote each one. In conjunction with Leader In Me, all faculty and staff utilize CHAMPS to teach and foster a leadership approach. Through this initiative as well as other campus community building initiatives, a positive campus culture is a successful priority of the faculty, staff and administration.

As a Title I campus, parental involvement is an important component of our campus. Through campus-wide events such as Fall and Spring family nights, Leader In Me events, Open House, and specific grade level events the teachers and staff continually strive to find ways for the parents and families of the students to be involved and informed in the education of their children. Teachers hold at least one parent conference each year as well as send home routine weekly and monthly communication to keep up communication with parents. Our Parent Teacher Organization (PTO), has been working hard to find ways to support the campus and students.

Perceptions Strengths

The following are identified as strengths in the area of perceptions of Bassetti:

1. Relationships between staff and students and staff and campus leadership is a priority that receives high ratings on the district survey, as well as parents giving a high rating to the idea that school leadership has the best interests of the school, staff and students in mind.
2. The campus is student - centered, encouraging, and has a growth mindset in all areas of achievement.
3. Our campus celebrates and recognizes student diversity and an inclusive atmosphere for all.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Changes in curriculum and the use of the District Designated Curriculum Documents require time for staff development and training. **Root Cause:** Implementation and training planning at the district and campus level affects the teachers and instructional time at the campus level.

Problem Statement 2: Although the campus has been making gains in this area, there is still a need for increase in staff and parent communication and participation. **Root Cause:** The lack of parent support including putting emphasis and involvement, in their child's education. Also remote learning hindered parent involvement in making sure assignments were being turned in. More communication among staff is needed to ensure correct information regarding curriculum and campus expectations.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 1: By June of 2022, 85% of Bassetti 3rd-5th grade students, including those in all subgroups, will successfully meet state standard in Mathematics, with a minimum of 1 progress measure.

Targeted or ESF High Priority

Evaluation Data Sources: benchmarks, STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the AISD curriculum, District Designated Curriculum Document, in grades K - 5 which includes ongoing staff development for teachers.</p> <p>Strategy's Expected Result/Impact: Increase in math performance at all grade levels</p> <p>Staff Responsible for Monitoring: instructional coordinator, classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will receive small group interactive math instruction each week in grades K-5, including intervention instruction from the classroom teachers, Special Education staff, RTI teacher, Math Interventionist and additional tutors.</p> <p>Strategy's Expected Result/Impact: increase in math performance at all grade levels</p> <p>Staff Responsible for Monitoring: instructional coordinator, principal, classroom teachers, special education staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: All grade levels will utilize Engage 2 Learn Unit Design Days to implement best practices in math in grades K-5.</p> <p>Strategy's Expected Result/Impact: Increase best practices and appropriate instructional decisions based on</p>	Formative			Summative
	Oct	Jan	Apr	June

student need in math.

Staff Responsible for Monitoring: Principal, Instructional Coordinator, and classroom teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy**



No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 2: By June of 2022, 85% of Bassetti students in grades K - 5 will be reading on grade level, including 3rd-5th grade students successfully meeting the state "met standard" in Reading.

Targeted or ESF High Priority

Evaluation Data Sources: BAS testing, benchmarks, STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide small group ability leveled reading instruction each week to all students in K-5 based on the new Pearson adopted ELAR curriculum.</p> <p>Strategy's Expected Result/Impact: increase in reading performance at each grade level</p> <p>Staff Responsible for Monitoring: instructional coordinator, classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Track reading skills progress for each student on an ongoing basis through the use of MAP data, IXL growth, and classroom assessments.</p> <p>Strategy's Expected Result/Impact: increase in reading performance at each grade level</p> <p>Staff Responsible for Monitoring: instructional coordinator, classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide individualized reading intervention from the Response to Intervention and Literacy Success teachers, Special Education staff, and additional tutors.</p> <p>Strategy's Expected Result/Impact: increase in reading performance at each grade level</p> <p>Staff Responsible for Monitoring: instructional coordinator, principal, counselor, special education staff, intervention staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize online supplemental curriculum and resources to provide individualized reading instruction and support such as IXL, Accelerated Reader, TEKSas Target Practice and online textbook resources.</p> <p>Strategy's Expected Result/Impact: increase in reading performance at each grade level</p> <p>Staff Responsible for Monitoring: instructional coordinator, classroom teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: All grade levels will utilize Engage 2 Learn Unit Design Days to implement best practices in reading in grades K-5.</p> <p>Strategy's Expected Result/Impact: Increase best practices and appropriate instructional decisions based on student needs in reading.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coordinator, and classroom teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 3: Bassetti will increase the number of 5th grade students passing the STAAR Science test to 80%, including student subgroups.

Targeted or ESF High Priority

Evaluation Data Sources: benchmarks, STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase interactive Science activities in grades K-5 by utilizing a campus Makers Lab and participating in routine STEM activities that are hands-on and interactive</p> <p>Strategy's Expected Result/Impact: increase in STAAR Science performance Staff Responsible for Monitoring: instructional coordinator, principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize online supplemental curriculum and resources to provide individual science instruction and support such as IXL in grades K-5.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR Science performance Staff Responsible for Monitoring: Instructional Coordinator, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 4: Bassetti will increase the number of 4th grade students passing the STAAR Writing test to 60%, including student subgroups.

Targeted or ESF High Priority

Evaluation Data Sources: benchmarks, STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporate weekly writing activities across different curriculum areas in all grades K-5, including keeping writing journals for comparative data.</p> <p>Strategy's Expected Result/Impact: increase in STAAR writing performance</p> <p>Staff Responsible for Monitoring: instructional coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy</p>	Formative			Summative
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Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 5: 100% of students will have the opportunity to utilize technology during the school day.

Evaluation Data Sources: lesson plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide access to technology equipment such as classroom iPads, computer labs, Smartboards, and Chromebooks for routine student and class usage.</p> <p>Strategy's Expected Result/Impact: increase in student ability to use a wide range of technology in multiple ways</p> <p>Staff Responsible for Monitoring: classroom teachers, LRC associate, computer lab manager, instructional coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide re-occurring staff development for instructional staff to effectively utilize technology equipment and resources as an interactive part of the instructional lesson, including iPads, Chromebook carts, and online Apple classroom, Google drive, and textbook resources</p> <p>Strategy's Expected Result/Impact: increased usage with hands-on technology in the classroom</p> <p>Staff Responsible for Monitoring: instructional coordinator, technology liaison, principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
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Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 1: 100% of Bassetti teachers will implement the principles of Leader in Me in their classrooms and as part of the campus culture to promote leadership skills.

Evaluation Data Sources: Evaluation Data Source(s) :Leader in Me campus data, student leadership data notebooks

Strategy 1 Details	Reviews			
<p>Strategy 1: In year seven of Leader in Me, teachers will continue to integrate 7 Habits instruction in routines and activities on a weekly basis, along with the campus having a monthly focus related to leadership and social skills, as we work toward preparation for Lighthouse Status.</p> <p>Strategy's Expected Result/Impact: Increase in student responsibility and self-monitoring in school and family life.</p> <p>Staff Responsible for Monitoring: classroom teachers, Lighthouse Team</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will set personal goals for academics and personal leadership skills, tracking the individual success of each goal in a leadership data notebook throughout the school year.</p> <p>Strategy's Expected Result/Impact: Students will be more aware of individual progress on academic goals, promoting higher success rates.</p> <p>Staff Responsible for Monitoring: classroom teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement and track a campus goal to increase campus attendance rate to 97% through the use of individual, class and campus goals, daily announcements, and perfect attendance incentives for individuals and classes.</p> <p>Strategy's Expected Result/Impact: increase in campus attendance</p> <p>Staff Responsible for Monitoring: principal, counselor, parent involvement coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 2: 100% of students will participate in a coordinated school health program through nursing services, counseling services, health and physical education classes, and food services.

Evaluation Data Sources: nurse documentation, counselor documentation, PE/health lesson plans and grades, food services menus and documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide daily student support from nursing and counseling services, health and physical education activities, and food service programs.</p> <p>Strategy's Expected Result/Impact: increased overall comprehensive health awareness and support for all students</p> <p>Staff Responsible for Monitoring: nurse, counselor, PE teacher, food services manager</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 3: All Bassetti teachers and staff will attend ongoing professional development activities and campus culture activities in order to be better equipped to respond to student, parent and community needs.

Evaluation Data Sources: staff development participation documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide ongoing staff development opportunities on campus relating to Leader in Me practices, CHAMPS/Foundations, classroom management and student behavior, RTI interventions, technology integration, AISD math curriculum, small group instruction, and Professional Learning Communities.</p> <p>Strategy's Expected Result/Impact: increase in student achievement Staff Responsible for Monitoring: principal, instructional coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All faculty and staff will participate in campus culture activities promoting positive staff morale and multi-grade level camaraderie, including team building activities, accountability partners check-ins, and theme events participation throughout the school year, PLC meetings.</p> <p>Strategy's Expected Result/Impact: Increased positive campus culture and staff retention Staff Responsible for Monitoring: Lighthouse Team, Campus Culture Social Committee</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Comprehensive Support Strategy</p>	Formative			Summative
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Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 4: Bassetti will implement campus-wide strategies for positive discipline management.

Evaluation Data Sources: Discipline office referral data, classroom management plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the Safe and Civil Schools CHAMPS and Foundations procedures in all classrooms and campus settings K-5, including teacher created Classroom Management Plans and Foundations campus expectations.</p> <p>Strategy's Expected Result/Impact: decrease in office referrals, increase in student self-monitoring and control Staff Responsible for Monitoring: classroom teachers, principal, assistant principal, counselor, Foundations Team, Positive Behavior Support Liaison</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Address individual behavior needs of Tier II and Tier III behavior students by implementing behavior RTIs and providing staff development for all faculty and staff regarding behavior management strategies for different levels of need.</p> <p>Strategy's Expected Result/Impact: Decrease in Tier II and III behavior incidents / office referrals Staff Responsible for Monitoring: classroom teachers, principal, assistant principal, counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Build partnerships with local business and organizations.

Performance Objective 1: Bassetti will promote community and school relationships through PTO and community adopters.

Evaluation Data Sources: event logs, volunteer data

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase participation in the Parent - Teacher Organization and the Parent Lighthouse Team to provide and promote campus support and help distribute information to other parents and community members and organizations.</p> <p>Strategy's Expected Result/Impact: Increase in community involvement</p> <p>Staff Responsible for Monitoring: Parent coordinator, principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Tell the AISD stories of inspiration, success and opportunity to the community, parents, and staff.

Performance Objective 1: Bassetti will increase parental and community involvement throughout the school year.

Evaluation Data Sources: parent involvement logs, parent involvement survey, community partnerships data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide multiple opportunities throughout the school year in which parents and community members can participate in campus activities such as Meet the Teacher, Open House, Title 1 events, Leader In Me events, parent-teacher conferences, musical performances at each grade level, and specific grade level activities.</p> <p>Strategy's Expected Result/Impact: ncreased parent attendance and community involvement in school activities</p> <p>Staff Responsible for Monitoring: parent involvement coordinator, classroom teachers, principal, asst. principal, instructional coordinator, counselor, Lighthouse Team, Fine Arts teaching staff</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase participation in the Parent - Teacher Organization and the Parent Lighthouse Team to provide and promote campus support and help distribute information to other parents and community members.</p> <p>Strategy's Expected Result/Impact: increased parent involvement and community partnership</p> <p>Staff Responsible for Monitoring: parent coordinator, PTO members, Parent Lighthouse Team, counselor</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize a Parent Involvement Coordinator to assist with ongoing communication with 100% of our parents regarding school events, attendance, and Title I information such as the School-Parent Compact and the District Parent Involvement Policy.</p> <p>Strategy's Expected Result/Impact: increased parent and community involvement</p> <p>Staff Responsible for Monitoring: parent involvement coordinator, principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Meet or exceed all federal and state mandates.

Performance Objective 1: Transition activities will be planned to provide support for pre-Kindergarten and 5th grade students for the following school year.

Evaluation Data Sources: activity attendance documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide transition activities for the pre-Kindergarten students coming to Bassetti the following year including a campus visit and time in a Kindergarten class, as well as a field trip and orientation to the middle school campus for our 5th grade students in the spring.</p> <p>Strategy's Expected Result/Impact: successful transition to the next campus for affected students</p> <p>Staff Responsible for Monitoring: counselor , parent coordinator</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Meet or exceed all federal and state mandates.

Performance Objective 2: All Bassetti students and staff will participate in activities to promote campus safety and bully prevention..

Evaluation Data Sources: drill schedules, safety course documentation, lesson plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Completion of safety instruction including student internet safety course, personal and community safety lessons in the classroom, online bullying, and staff development regarding safety concerns and procedures.</p> <p>Strategy's Expected Result/Impact: decrease in safety related incidents Staff Responsible for Monitoring: principal, assistant principal, counselor</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Perform ongoing safety drills including intruder, shelter in place, disaster and fire drills.</p> <p>Strategy's Expected Result/Impact: procedure awareness for all students and staff Staff Responsible for Monitoring: principal, assistant principal</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide interactive lessons regarding types of bullying prevention, respect and citizenship to all grade levels, including parent information.</p> <p>Strategy's Expected Result/Impact: reduction in bullying and behavior incidents Staff Responsible for Monitoring: counselor, principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement the AISD curriculum, District Designated Curriculum Document, in grades K - 5 which includes ongoing staff development for teachers.
1	1	2	All students will receive small group interactive math instruction each week in grades K-5, including intervention instruction from the classroom teachers, Special Education staff, RTI teacher, Math Interventionist and additional tutors.
1	1	3	All grade levels will utilize Engage 2 Learn Unit Design Days to implement best practices in math in grades K-5.
1	2	1	Provide small group ability leveled reading instruction each week to all students in K-5 based on the new Pearson adopted ELAR curriculum.
1	2	2	Track reading skills progress for each student on an ongoing basis through the use of MAP data, IXL growth, and classroom assessments.
1	2	3	Provide individualized reading intervention from the Response to Intervention and Literacy Success teachers, Special Education staff, and additional tutors.
1	2	4	Utilize online supplemental curriculum and resources to provide individualized reading instruction and support such as IXL, Accelerated Reader, TEKSas Target Practice and online textbook resources.
1	2	5	All grade levels will utilize Engage 2 Learn Unit Design Days to implement best practices in reading in grades K-5.
1	3	1	Increase interactive Science activities in grades K-5 by utilizing a campus Makers Lab and participating in routine STEM activities that are hands-on and interactive
1	3	2	Utilize online supplemental curriculum and resources to provide individual science instruction and support such as IXL in grades K-5.
1	4	1	Incorporate weekly writing activities across different curriculum areas in all grades K-5, including keeping writing journals for comparative data.
1	5	1	Provide access to technology equipment such as classroom iPads, computer labs, Smartboards, and Chromebooks for routine student and class usage.
2	1	1	In year seven of Leader in Me, teachers will continue to integrate 7 Habits instruction in routines and activities on a weekly basis, along with the campus having a monthly focus related to leadership and social skills, as we work toward preparation for Lighthouse Status.
2	3	1	Provide ongoing staff development opportunities on campus relating to Leader in Me practices, CHAMPS/Foundations, classroom management and student behavior, RTI interventions, technology integration, AISD math curriculum, small group instruction, and Professional Learning Communities.
2	3	2	All faculty and staff will participate in campus culture activities promoting positive staff morale and multi-grade level camaraderie, including team building activities, accountability partners check-ins, and theme events participation throughout the school year, PLC meetings.
2	4	1	Implement the Safe and Civil Schools CHAMPS and Foundations procedures in all classrooms and campus settings K-5, including teacher created Classroom Management Plans and Foundations campus expectations.

Goal	Objective	Strategy	Description
2	4	2	Address individual behavior needs of Tier II and Tier III behavior students by implementing behavior RTIs and providing staff development for all faculty and staff regarding behavior management strategies for different levels of need.
5	1	1	Provide transition activities for the pre-Kindergarten students coming to Bassetti the following year including a campus visit and time in a Kindergarten class, as well as a field trip and orientation to the middle school campus for our 5th grade students in the spring.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement the AISD curriculum, District Designated Curriculum Document, in grades K - 5 which includes ongoing staff development for teachers.
1	1	2	All students will receive small group interactive math instruction each week in grades K-5, including intervention instruction from the classroom teachers, Special Education staff, RTI teacher, Math Interventionist and additional tutors.
1	1	3	All grade levels will utilize Engage 2 Learn Unit Design Days to implement best practices in math in grades K-5.
1	2	1	Provide small group ability leveled reading instruction each week to all students in K-5 based on the new Pearson adopted ELAR curriculum.
1	2	2	Track reading skills progress for each student on an ongoing basis through the use of MAP data, IXL growth, and classroom assessments.
1	2	3	Provide individualized reading intervention from the Response to Intervention and Literacy Success teachers, Special Education staff, and additional tutors.
1	2	4	Utilize online supplemental curriculum and resources to provide individualized reading instruction and support such as IXL, Accelerated Reader, TEKSas Target Practice and online textbook resources.
1	2	5	All grade levels will utilize Engage 2 Learn Unit Design Days to implement best practices in reading in grades K-5.
1	3	1	Increase interactive Science activities in grades K-5 by utilizing a campus Makers Lab and participating in routine STEM activities that are hands-on and interactive
1	3	2	Utilize online supplemental curriculum and resources to provide individual science instruction and support such as IXL in grades K-5.
1	5	1	Provide access to technology equipment such as classroom iPads, computer labs, Smartboards, and Chromebooks for routine student and class usage.
2	3	1	Provide ongoing staff development opportunities on campus relating to Leader in Me practices, CHAMPS/Foundations, classroom management and student behavior, RTI interventions, technology integration, AISD math curriculum, small group instruction, and Professional Learning Communities.
5	2	3	Provide interactive lessons regarding types of bullying prevention, respect and citizenship to all grade levels, including parent information.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Abilene ISD and each of its campuses have conducted comprehensive needs assessments that serve as the centerpiece of our planning process and the driving force most impacting the district and campus improvement plans. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year as the district as a whole and each individual campus examines the data from the current year and compares it to prior years. This year, administrators and teachers collected data and in collaboration with parent leaders and others, root causes were identified, written as needs and reported to the site-based planning team on each campus. The teams were given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan. All Title 1 expenditures are tied to identified district and campus needs identified in the comprehensive needs assessment and are addressed in the DIP/CIP.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our schoolwide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students through the campus improvement plan process. The following activities are utilized in the development of campus improvement plans:

- Identify the CIP team including administrators, teachers, other relevant staff, community members and parents.
- Disaggregate and analyze all relevant data using the "Multiple Measures of Data." Disaggregate most recent student performance data by student populations to determine needs across all populations.
- Review and answer the assigned "Questions to Consider."
- Identify needs across all measures and begin to develop strategies to address them.
- Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research. Identify how each activity in the school plan strengthens the core academic program.
- Identify scientifically-based research programs that increase the amount and quality of learning time.
- Review the master schedule to identify opportunities for extended learning time.
- Investigate how manipulatives are used in the various core areas.
- Identify programs within the schools that address enriched and accelerated curriculum issues.
- Work as a team to write the CIP, including performance Objectives and strategies to address all goals and needs.
- Implement the CIP, monitoring progress, data, etc. three times annually.
- Disaggregate EOY data by student populations to determine our program's overall effectiveness in meeting the needs of all our students.

2.2: Regular monitoring and revision

The DIP and all CIPs are considered to be living documents and can be amended at any time throughout the school year, with activities added, expanded, or deleted as appropriate to effectively address identified needs as they occur. At a minimum, the DIP and all CIPs will be monitored at least three times annually, including October, January, and May. District and campus staff, along with the District-wide Consultation Committee and Campus-wide Consultation Committees, collect, disaggregate and analyze a wide range of data to

determine the progress toward goals set in the DIP and CIPs. All progress is reported in the summative evaluation completed at the end of the school year.

2.3: Available to parents and community in an understandable format and language

Our District understands that parental involvement is a major key to students' success. Parent Coordinators have been hired at all Title 1 campuses to implement active parent involvement programs. All Title 1 campuses have implemented a parent advisory team. The composition of these teams is quite varied and as each campus makes plans for parental involvement, ideas are brought to these parent teams for feedback. The parent teams have been charged to think about how the ideas/activities/projects impact their families' lives and then they provide their opinions about successful implementation. This helps us make better decisions about how to increase parental involvement and obtain higher levels of parent participation. In order for all parents to be able to access the information they need to be meaningfully involved, many documents are translated into the major languages represented in our district/campuses. In addition, the district employs translators and instructional aides who speak the major languages to provide face-to-face and written translations as needed for parents to be fully involved. Translation services are also contracted with community members, the International Rescue Committee and Plan4Learning/806 Technologies as practicable. The DIP is currently available in English and Spanish. The district has a written translation policy to guide translation procedures.

2.4: Opportunities for all children to meet State standards

The Abilene Independent School District has created school-wide programs that are comprehensive in nature to ensure that we are serving all students, improving structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I. Title I, Part A programs/services are designed to address needs identified by disaggregated student performance data (grade, gender, ethnicity, economic status, limited-English proficient, etc.) at both the District and Campus levels in:

- Reading
- Math
- English-Language Arts
- Science
- Social Studies

The Office of Federal Programs staff works together with district and campus administrative/instructional staff to plan supplemental instructional programs for each campus in response to the Comprehensive Needs Assessment for the district and each Title 1 campus. Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

Specific programs are selected for implementation at each campus to meet the needs of enrolled students as identified in the DIP/CIP. Campus administrative/instructional staff then work together to identify interventions/supplemental instructional opportunities for each student as appropriate. Ongoing parental participation in the educational process is strongly encouraged and supported. Abilene ISD's Title I campuses believe that all students can learn; that all adults should work together to promote student success; that learning is a life-long process; and that high expectations produce quality results and personal bests for all students. Strategies implemented are monitored on an on-going basis, with formal evaluations conducted a minimum of three times annually.

Abilene ISD utilizes its Title I funds to provide high-quality personnel, support, and assistance the early childhood centers and 10 elementary campuses based upon needs identified in the Comprehensive Needs Assessment. Title I assistance within the Abilene ISD includes, but is not limited to:

- Bilingual/ESL Support
- Campus-based/selected supplemental educational material (varies by campus)
- Class-size Reduction and/or other Supplementary Subject Teachers (varies by campus)
- Early Childhood (Pre-K) Supplementary Staffing/Program Support
- Homeless Liaison/Foster Care/Juvenile Transition Coordinator

- McKinney-Vento Social Worker
- Instructional Aides (varies by campus)
- Instructional Technology Tools (varies by campus)
- Academic Intervention/Support (varies by campus)
- Parent Centers
- Parental Involvement Coordinators
- Instructional Aides for Immigrant Students and/or ESL Students
- Professional Development/Staff Development
- Skills Development Teachers (varies by campus)
- Tutoring (homeless, neglected facilities, Title 1 students, etc.)
- Mathematics Intervention/Support
- Behavior Support
- Reading Intervention/Support (varies by campus)
 - Literacy Success Interventionists
 - Balanced Literacy materials
 - Leveled Literacy Libraries

2.5: Increased learning time and well-rounded education

All activities in the CIPs and DIP are designed to provide a well-round educational experience for all students. Each campus completes a comprehensive needs assessment to guide the development of strategies and activities in the Campus Improvement Plan to ensure a well-rounded education is provided. In addition, each campus determines the need for personnel and services necessary to provide increased learning time to students struggling to master the curriculum. The personnel, activities, and services funded under Title 1 at the district level and each Title 1 campus provide children with enriched and accelerated educational opportunities in schoolwide programs, with supplementary services that increase the amount and quality of instructional time. Title 1 supports schoolwide reform and ensures the access of all children to effective, scientifically based instructional strategies and challenging academic content. Title 1 also significantly elevates the quality of instruction by providing staff in participating schools with substantial opportunities for professional development.

2.6: Address needs of all students, particularly at-risk

The Title 1 program is designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. The district works to ensure that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement. The district's Title 1 program is designed to meet the educational needs of low-achieving children in our highest-poverty schools, limited English proficient children, migratory children, children with disabilities, minority children, neglected or delinquent children, and young children in need of reading assistance, and to close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers. The campus and district Comprehensive Needs Assessments work to disaggregate a wide range of data to clearly identify student's and campus needs. The Campus Improvement Plans and District Improvement Plan then provides SMART goals and activities /strategies to address the identified needs and performance gaps between groups.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our District understands that parental involvement is a major key to students' success. Parent Coordinators have been hired at all Title 1 campuses and significant improvements in

parental involvement have been noted. All Title 1 campuses have implemented a special parent advisory team. The composition of this team is quite varied and as each campus makes plans for parental involvement, ideas are brought to these parent teams for feedback. The parent teams have been charged to think about how the ideas/activities/projects impact their busy home lives and then they provide their opinions about successful implementation. This helps us make better decisions about how to increase parental involvement and obtain higher levels of parent participation. Parents review, edit and approve the Parent and Family Engagement Policy annually at both the district and campus levels. The district policies are translated into the major languages represented in our district and are posted on the district website. Campus policies are translated as needed and are also posted on the campus websites. In addition, paper copies of the district and campus policies may be sent home with students. At a minimum, letters are sent home with all Title 1 students that tell parents where these policies can be found on the district and campus websites.

3.2: Offer flexible number of parent involvement meetings

Each campus offers a variety of parent meetings and family activities annually. Each campus determines, with parental input, when the best time for meetings is to maximize parental involvement. Meetings are held at varying times of the day so that all parents have an opportunity to participate should they wish to do so, affording parents substantial and meaningful opportunities to participate in the education of their children.

Addendums