

Abilene Independent School District
Bassetti Elementary
2023-2024 Campus Improvement Plan



Public Presentation Date: July 10, 2023

Mission Statement

AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.

Vision

Equipped Learners. Brighter Futures.

Core Beliefs

CONNECT

- Each child, staff member and parent needs positive personal connections within the district.
- Respect, care and having high expectations for each student is the foundation for learning.

LEAD

- Initiative, innovation, and a strong work-ethic are important life skills for students and staff.
- Developing partnerships throughout the Abilene community builds connections for future leaders to give back to the community.

SUCCEED

- Intellectual, emotional, and physical safety are crucial components to a successful school environment.
- Critical thinking, collaboration and problem solving are essential for deep learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bassetti Elementary currently has 551 students, with the student enrollment averaging between 547 and 556 student for the 2022 - 2023 school year. Of this enrollment, 39.17% of the students are White, 36.1% Hispanic, 14.08% African American, 2.53% are Asian, and the remaining listed as American Indian or Two-or-More races. There is currently 5.4% 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 74%, which is higher than the district average of 65% for the school year. Additionally, 4.7% are Gifted and Talented, and 15.2% 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 2022 - 2023 school year, the attendance rate stands at 94.0%.

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 support teacher requests for specific classroom items, student rewards and incentives for reaching AR and Attendance goals. PTO also provided monthly food trucks for staff to eat from during lunch and provided meals and gifts for staff during teacher appreciation.
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 military family event.

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.

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.

Student Learning

Student Learning Summary

For the 2020-2021 School year, Distinction designations were not awarded in 2021.

2021-2022 STAAR test scores by individual test for students who met the standar for Approaches:

- Reading: 3rd grade 63%, 4th grade 48%, 5th grade 78%
- Math: 3rd grade 67%, 4th grade 46%, 5th grade 88%
- Science: 5th grade 77%

Student Learning Strengths

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

1. 5th grade math continues to be a strong educational area for Bassetti. This is based on MAP growth, benchmark data, and STAAR scores.
2. All grade levels were able to successfully utilize Engage 2 Learn rubrics and choice boards to incorporate individualized instruction for students.
3. All grade levels were able to participate in monlhly PLCs to discuss student progress, track data, and make appropriate instructional decisions based on student data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students at each grade level continue to show that they 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.

Problem Statement 2: 4th grade reading and math scores on benchmarks, MAP growth, and STAAR scores are significantly below the other STAAR grade levels. **Root Cause:** Low growth in benchmark scores and MAP data due to consistent quality instruction

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 twice a month for each grade level to discuss and review student data and how best to address student needs. Engage 2 Learn collaborations will continue 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, 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 District Designated Curriculum Document (DDCD) effectively as part of daily instruction. **Root**

Cause: This is a new curriculum for teachers to implement and utilize the imbedded resources effectively.

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, 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: Leader in Me has not been as prevalent, or a priority, as it has been in the past. **Root Cause:** Due to COVID protocols and Foundations/CHAMPS being a more recent program, Leader in Me activities and meetings have not occurred consistently.

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)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- 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


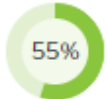


- Budgets/entitlements and expenditures data

Goals

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 1: 90% of Bassetti teachers will implement the principles of CHAMPS and use common vocabulary in their classrooms and as part of the campus culture to promote leadership skills.

Evaluation Data Sources: Common use of vocabulary and CHAMPS.

Strategy 1 Details	Reviews			
Strategy 1: Bassetti will use visual posters of CHAMPS routines and procedures around campus for students to follow. The Foundations committee will provide appropriate school procedures for common areas such as cafeteria, hallway, and bathrooms. Strategy's Expected Result/Impact: Increase in student responsibility and self-monitoring in school and family life. Staff Responsible for Monitoring: principal, counselor, classroom teachers, Foundations team Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement and track a campus goal to increase campus attendance rate to 95% through the use of individual, class and campus goals, daily announcements, and perfect attendance incentives for individuals and classes. Strategy's Expected Result/Impact: increase in campus attendance Staff Responsible for Monitoring: principal, counselor, parent involvement coordinator Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



Accomplished



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Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 2: 90% 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			
Strategy 1: Provide daily student support from nursing and counseling services, food service programs, and health and physical education activities. Physical education activities are combined with academic learning through play. Strategy's Expected Result/Impact: increased overall comprehensive health awareness and support for all students Staff Responsible for Monitoring: nurse, counselor, PE teacher, food services manager Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: BRAINball - Title I, Part A - \$1,639.98	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 3: Bassetti will implement campus-wide strategies for positive discipline management.



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









Strategy 1 Details	Reviews			
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. 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 Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
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. 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 Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 1: By June of 2023, 78% 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.

High Priority
Evaluation Data Sources: benchmarks, STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Implement the AISD curriculum, District Designated Curriculum Document, in grades K - 5 which includes ongoing staff development for teachers. Strategy's Expected Result/Impact: Increase in math performance at all grade levels Staff Responsible for Monitoring: instructional coordinator, classroom teachers Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Heggerty Primary Curriculum, Kindergarten Curriculum, Bridge the Gap Intervention Lessons - Title I, Part A - \$341.28	Formative			Summative
	Oct	Jan	Apr	June
				



Strategy 2 Details	Reviews			
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. Kindergarten will utilize Math IXL. Title 1 and State Compensatory Education funds will be used for tutors. Strategy's Expected Result/Impact: increase in math performance at all grade levels Staff Responsible for Monitoring: instructional coordinator, principal, classroom teachers, special education staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Tutors for fall and spring semesters - Title I, Part A - \$5,500, Supplemental Tutoring Allocation - State Comp Ed - \$5,800	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: All grade levels will utilize Engage 2 Learn collaborations, rubrics, choice boards and coaching to implement best practices in math in grades K-5. Strategy's Expected Result/Impact: Increase best practices and appropriate instructional decisions based on student need in math. Staff Responsible for Monitoring: Principal, Instructional Coordinator, and classroom teacher Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 2: Expect and support active learner engagement in classrooms.









Performance Objective 2: By June of 2023, 78% 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.

High Priority

Evaluation Data Sources: BAS testing, benchmarks, STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Provide small group ability leveled reading instruction each week to all students in K-5 based on the new Pearson adopted RLA curriculum, Foundations, Heggerty, Flyleaf decodables and e2L rubrics.</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: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Heggerty (Literacy Resources) - Title I, Part A - \$341.28, Flyleaf Decodables Emergent Reading Series - Title I, Part A - \$6,400.62, Flyleaf Decodables Reading Series Two - Title I, Part A - \$6,111.94</p>				

Strategy 2 Details		Reviews			
Strategy 2: Track reading skills progress for each student on an ongoing basis through the use of MAP data, IXL growth, and classroom assessments, MCLASS and Heggerty. Strategy's Expected Result/Impact: increase in reading performance at each grade level Staff Responsible for Monitoring: instructional coordinator, classroom teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - Title I, Part A - \$1,015		Formative			Summative
		Oct	Jan	Apr	June
					
Strategy 3 Details		Reviews			
Strategy 3: Provide differentiated reading intervention from the Response to Intervention and Literacy Success teachers, Special Education staff, and additional tutors. Title 1 funds will be used for tutors. Strategy's Expected Result/Impact: increase in reading performance at each grade level Staff Responsible for Monitoring: instructional coordinator, principal, counselor, special education staff, intervention staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Tutors for fall and spring semesters - Title I, Part A - \$5,500, Supplemental Tutoring Allocation - State Comp Ed		Formative			Summative
		Oct	Jan	Apr	June
					



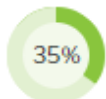

Strategy 4 Details		Reviews			
Strategy 4: Utilize online supplemental curriculum and resources to provide differentiated reading instruction. 1st grade will be using ELA IXL in the classroom. Strategy's Expected Result/Impact: increase in reading performance at each grade level Staff Responsible for Monitoring: instructional coordinator, classroom teacher Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Sirius Grade 3 RLA Digital - Title I, Part A - \$4,518, Fast Focus - Title I, Part A - \$4,645, IXL Kindergarten expansion (100 students) - Title I, Part A - \$1,000, ELA IXL license - Title I, Part A - \$550		Formative			Summative
		Oct	Jan	Apr	June
					
Strategy 5 Details		Reviews			
Strategy 5: All grade levels will utilize Engage 2 Learn collaborations to implement best practices and rubrics in reading in grades K-5. Strategy's Expected Result/Impact: Increase best practices and appropriate instructional decisions based on student needs in reading. Staff Responsible for Monitoring: Principal, Instructional Coordinator, and classroom teacher Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy		Formative			Summative
		Oct	Jan	Apr	June
					
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Goal 2: Expect and support active learner engagement in classrooms.

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

High Priority

Evaluation Data Sources: benchmarks, STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<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. Seed Kits will be purchased for all students as part of an Earth Day activity. Title 1 funds will be used for science activities.</p> <p>Strategy's Expected Result/Impact: increase in STAAR Science performance</p> <p>Staff Responsible for Monitoring: instructional coordinator, principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: - Title I, Part A - \$1,217.87</p>				
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 2: Utilize engage 2 Learn collaborations and resources to provide individual science instruction and support such as IXL in grades 3-5.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR Science performance</p> <p>Staff Responsible for Monitoring: Instructional Coordinator, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>				



No Progress



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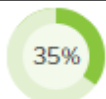







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Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 4: 100% of students will have the opportunity to utilize technology during the school day.





Evaluation Data Sources: lesson plans







Strategy 1 Details	Reviews			
Strategy 1: Provide access to technology equipment such as classroom iPads, computer labs, Smartboards, and Chromebooks for routine student and class usage. Provide headphones for all students on campus. Strategy's Expected Result/Impact: increase in student ability to use a wide range of technology in multiple ways Staff Responsible for Monitoring: classroom teachers, computer lab manager, instructional coordinator 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 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Additional Targeted Support Strategy Funding Sources: School Speciality - Headphones - Title I, Part A - \$4,836, Dell Technologies - Title I, Part A - \$28,483.92, Dell Technologies / CDW-G - Title I, Part A - \$4,198	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
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, Google drive, and textbook resources Strategy's Expected Result/Impact: increased usage with hands-on technology in the classroom Staff Responsible for Monitoring: instructional coordinator, technology liaison, principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 5: 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			
Strategy 1: Completion of safety instruction including student internet and campus safety course, personal and community safety lessons in the classroom, online bullying, and staff development regarding safety concerns and procedures. Strategy's Expected Result/Impact: decrease in safety related incidents Staff Responsible for Monitoring: principal, assistant principal, counselor TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Perform ongoing safety drills including intruder, shelter in place, disaster and fire drills. Strategy's Expected Result/Impact: procedure awareness for all students and staff Staff Responsible for Monitoring: principal, assistant principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details		Reviews			
Strategy 3: Provide interactive lessons regarding types of bullying prevention, respect and citizenship to all grade levels, including parent information. Strategy's Expected Result/Impact: reduction in bullying and behavior incidents Staff Responsible for Monitoring: counselor, principal Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy		Formative			Summative
		Oct	Jan	Apr	June
					
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Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

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			
Strategy 1: Increase participation in the Parent - Teacher Organization and the student to student (S2S) coalition to provide and promote campus support and help distribute information to other parents and community members and organizations. Strategy's Expected Result/Impact: Increase in community involvement Staff Responsible for Monitoring: Parent coordinator, principal, S2S Coordinator, PTO board Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Apr	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

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			
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, parent-teacher conferences, musical performances and specific grade level activities. Strategy's Expected Result/Impact: ncreased parent attendance and community involvement in school activities Staff Responsible for Monitoring: parent involvement coordinator, classroom teachers, principal, asst. principal, instructional coordinator, counselor, Fine Arts teaching staff Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Apr	June
					
Strategy 2 Details		Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: increased parent and community involvement Staff Responsible for Monitoring: parent involvement coordinator, principal Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Scanner for Parent Coordinator - Title I, Part A - \$338.10		Formative			Summative
		Oct	Jan	Apr	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 1: 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			
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. Strategy's Expected Result/Impact: increase in student achievement Staff Responsible for Monitoring: principal, instructional coordinator TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
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, and theme events participation throughout the school year, PLC meetings. Strategy's Expected Result/Impact: Increased positive campus culture and staff retention Staff Responsible for Monitoring: Lighthouse Team, Campus Culture Social Committee TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 2: 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			
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. Strategy's Expected Result/Impact: successful transition to the next campus for affected students Staff Responsible for Monitoring: counselor , parent coordinator Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Implement the AISD curriculum, District Designated Curriculum Document, in grades K - 5 which includes ongoing staff development for teachers.
2	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. Kindergarten will utilize Math IXL. Title 1 and State Compensatory Education funds will be used for tutors.
2	1	3	All grade levels will utilize Engage 2 Learn collaborations, rubrics, choice boards and coaching to implement best practices in math in grades K-5.
2	2	1	Provide small group ability leveled reading instruction each week to all students in K-5 based on the new Pearson adopted RLA curriculum, Foundations, Heggerty, Flyleaf decodables and e2L rubrics.
2	2	2	Track reading skills progress for each student on an ongoing basis through the use of MAP data, IXL growth, and classroom assessments, MCLASS and Heggerty.
2	2	3	Provide differentiated reading intervention from the Response to Intervention and Literacy Success teachers, Special Education staff, and additional tutors. Title 1 funds will be used for tutors.
2	2	4	Utilize online supplemental curriculum and resources to provide differentiated reading instruction. 1st grade will be using ELA IXL in the classroom.
2	2	5	All grade levels will utilize Engage 2 Learn collaborations to implement best practices and rubrics in reading in grades K-5.
2	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. Seed Kits will be purchased for all students as part of an Earth Day activity. Title 1 funds will be used for science activities.
2	3	2	Utilize engage 2 Learn collaborations and resources to provide individual science instruction and support such as IXL in grades 3-5.
2	4	1	Provide access to technology equipment such as classroom iPads, computer labs, Smartboards, and Chromebooks for routine student and class usage. Provide headphones for all students on campus.
2	5	3	Provide interactive lessons regarding types of bullying prevention, respect and citizenship to all grade levels, including parent information.
5	1	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.

Title I

1.1: Comprehensive Needs Assessment

Documentation is in Plan4Learning's ***Needs Assessment*** section.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Documentation is in Plan4Learning's ***Formative and Summative Year-End Reviews*** section.

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

Please see Title1Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Supplemental Tutoring Allocation		\$5,800.00
2	2	3	Supplemental Tutoring Allocation		\$0.00
Sub-Total					\$5,800.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	BRAINball		\$1,639.98
2	1	1	Heggerty Primary Curriculum, Kindergarten Curriculum, Bridge the Gap Intervention Lessons		\$341.28
2	1	2	Tutors for fall and spring semesters		\$5,500.00
2	2	1	Flyleaf Decodables Emergent Reading Series		\$6,400.62
2	2	1	Heggerty (Literacy Resources)		\$341.28
2	2	1	Flyleaf Decodables Reading Series Two		\$6,111.94
2	2	2			\$1,015.00
2	2	3	Tutors for fall and spring semesters		\$5,500.00
2	2	4	IXL Kindergarten expansion (100 students)		\$1,000.00
2	2	4	Fast Focus		\$4,645.00
2	2	4	Sirius Grade 3 RLA Digital		\$4,518.00
2	2	4	ELA IXL license		\$550.00
2	3	1			\$1,217.87
2	4	1	School Speciality - Headphones		\$4,836.00
2	4	1	Dell Technologies / CDW-G		\$4,198.00
2	4	1	Dell Technologies		\$28,483.92
4	1	2	Scanner for Parent Coordinator		\$338.10
Sub-Total					\$76,636.99