

Houston Independent School District
108 Bastian Elementary School
2022-2023 Campus Improvement Plan

Accountability Rating: C



Mission Statement

We are dedicated to the cognitive development and establishment of a high quality learning process that prepares all of our scholars on a college and career readiness journey, starting with the foundation here at Bastian Elementary School. We will accomplish this by maintaining a collaborative culture across grade levels and departments, modeling respect and compassion, providing appropriate challenges with respect to the various learners, and developing students' passion for learning.

Vision

Bastian Elementary will be the premier elementary school in the Sunnyside community to ensure that each scholar is successfully prepared academically and socially with the skills, tools, and self belief as they progress through a challenging educational program that fosters a safe and nurturing learning environment.

Core Beliefs

At Bastian we believe that "We must Invest in the Root of our Scholars."

At Bastian we believe that "Caring is a Success Strategy."

At Bastian we believe that "Kindness is Key."

At Bastian we believe that "Pride and Ownership are Contagious"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bastian Elementary School is dedicated to the cognitive development and establishment of a high-quality learning process that prepares all of our scholars on a college and career readiness journey, starting with the foundation here at Bastian Elementary school. We will accomplish this by maintaining a collaborative culture across grade levels and departments, modeling respect and compassion, providing appropriate challenges with respect to the various learners, and developing students' passion for learning. Bastian Elementary is a Pre-Kindergarten through fifth grade campus, located in the south area of Houston, Texas. The current enrollment for Bastian is approximately 659 students (67% African American, 30% Hispanic, 1% other). 99 percent of the students at Bastian are designated as economically disadvantaged and 4 percent are recent immigrants. Our average rate of attendance had decreased to 90.9% during the pandemic year 2020-2021. It is now back to 97% to date. for the 2022-2023 school year. The mobility rate of 16%, promotion rate of 98%, and 99% of our students are coded as at-risk. The special populations are 7% Special Education, 20% are English Learners, and 17% are Overage The special programs at Bastian Elementary include: Neighborhood Vanguard, Transitional Bilingual and ESL, Dyslexia Support, and 504 Services. Our Special Education programs include PALS, Autism/Structured Learning Center, Speech and Resource (Self-Contained and Inclusion). The total number of faculty and staff is 84, with a breakdown of 80 percent female and 20 percent male. Our instructional staff has an average of six years of teaching experience. 40 percent of staff members have an advanced degree, and the rate of staff attendance is 88 percent. The staff of Bastian Elementary also consists of full-time teaching assistants, student workers, and community volunteers on a daily basis. All of the faculty and staff meet TEA requirements for highly qualified status and are certified in their areas of instructional content.

Demographics Strengths

- * Increased diversity
- *Increased Attendance Rate
- *Consistency of teacher retention from 2021-2022

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Bastian ES will increase the attendance of scholars so that they are in a safe learning environment on a consistent weekly basis. The attendance rate needs to be at least 97%. **Root Cause:** During the 2021-2022 the attendance rate increased, but with the consistent need to address the matter with families.

Student Learning

Student Learning Summary

Bastian Elementary earned "Met Standard" for a fifth consecutive year, as set by the TEA Accountability Performance Measures. With this being the first year of official grading scores as ratings, we mirrored the previous year in earning a status of Grade C. This was a decrease in overall points to a 75. Our highest area of scoring was in the area of Academic Growth (Domain II), as we earned a scaled score of 75. This is due to a challenge in our ability to implement Tier 1 instruction 100% effectively across all grades. The focus was on instructional growth strategies and interventions that supported the needs of our students across all grades. Each demographic earned the met target status for growth with Domain III; however, we did not reach targets in Student Achievement.. For Domain III, we earned a scaled score of 74 which is equivalent to a rating of C. Our continuous area of struggle has been with Student Achievement (Domain I), as we fell just shy of meeting the standard with a score of 58 (two points away).

In the 2021-2022 "coming out of a pandemic year" the overall scores for the STAAR Assessment are as follows:

3rd Grade

Reading	All	English	Spanish
Did Not Meet	32/105 30%	23/74 31%	9/31 29%
Approaches	40/105 38%	26/74 35%	14/31 45%
Meets	17/105 16%	15/74 20%	2/31 6%
Masters	16/105 15%	10/74 14%	6/31 19%
Approaches or Above	70%	69%	71%

Math	All	English	Spanish
Did Not Meet	43/105 41%	30/74 41%	13/31 42%
Approaches	39/105 37%	28/74 38%	11/31 35%
Meets	19/105 18%	15/74 20%	4/31 13%
Masters	4/105 4%	1/74 1%	3/31 10%
Approaches or Above	59%	59%	58%

4th Grade

Reading	All	English	Spanish
Did Not Meet	39/106 37%	30/91 33%	9/15 60%
Approaches	37/106 35%	33/91 36%	4/15 27%
Meets	21/106 20%	19/91 21%	2/15 13%
Mas	9/106 8%	9/91 10%	0/15 0%
Approaches or Above	63%	67%	40%

Math	All	English	Spanish
Did Not Meet	50/106 47%	43/91 47%	7/15 47%
Approaches	37/106 35%	30/91 33%	7/15 47%
Meets	15/106 14%	14/91 15%	1/15 1%
Masters	4/106 4%	4/91 4%	0/15 0%
Approaches or Above	53%	53%	53%

5th Grade

5th Grade	Reading	Math	Science
Did Not Meet	26/89 29%	33/89 37%	41/89 46%
Approaches	26/89 29%	46/89 52%	38/89 43%
Meets	23/89 26%	4/89 4%	9/89 10%
Masters	14/89 16%	6/89 7%	1/89 1%

5 th Grade	Reading	Math	Science
Approaches or Above	71%	63%	54%

Student Learning Strengths

*Reading scores and levels increased

*TELPAS scores increased

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: The number of Tier 2 and Tier 3 scholars reading on grade level is not at an acceptable percentage. **Root Cause:** Although our Reading scores have continued to increase, the lack of consistency in reading interventions have created reading deficiencies.

School Processes & Programs

School Processes & Programs Summary

Our focus continues to be high-quality, first tier instruction and intentional small group intervention at all grade levels. Through efficient data analysis, backwards-planning of assessments, consistent coaching development, and monitored systems, we will continue to be successful and elevate to the next level. We will provide ongoing professional development through weekly PLC's, Learning Labs, Open Teacher Labs, At-Bat practice sessions, and targeted skill development meetings. The IAT team meets twice a month to review progress monitoring and student movement with tracking systems. We must monitor our students to a level that closes the achievement gaps and enhances learning for Tier 1, Tier 2, and Tier 3 learners. We utilize IReady, Vontoure Learning, Summit K12, Corrective Reading, Reading Mastery, Imagine Learning, Imagine Math, and Writers in the schools. We also offer enrichment on a daily basis and integrate technology interventions within them

School Processes & Programs Strengths

- *Open Communication between the leadership team and staff
- *Strategic Planning
- *Coaching & Feedback model
- *Model Lessons
- *Lesson Plan Feedback
- *Side by side coaching

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: During the 2021-2022 school year, the campus had a decline in academic performance due to the aftermath of the pandemic. Our challenge this year is to re-engage the students and close the learning gaps that have increased socially and academically. **Root Cause:** The need to grow students academically was increased and the level of Tier 1 instruction was not effective in reaching the goals for our scholars.

Perceptions

Perceptions Summary

The negative perceptions come from the area being considered a "war zone" for gun violence and poverty. There are also negative perceptions about the families we serve and their socioeconomic status. There are a lack of updated facilities and a lack of recreational areas around the campus. The campus is surrounded by low-income apartments that have a reputation of illegal activity.

Perceptions Strengths

Family dynamic

Resilient community

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: The school has a negative perception from families that live in single family homes. **Root Cause:** The negative perceptions come from the area being considered a "war zone" for gun violence and poverty. There are also negative perceptions about the families we serve and their socioeconomic status. There are a lack of updated facilities and a lack of recreational areas around the campus. The campus is surrounded by low-income apartments that have a reputation of illegal activity.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: Bastian ES students will demonstrate a 7% overall increase in Student Achievement on the 2023 Reading STAAR as measured by the Meets grade level standard across all grade levels 3rd - 5th resulting in an increase from 16% to 23% in 2022.

Strategic Priorities:





Expanding Educational Opportunities

Measurable Objective 1: By June 2023, 100% of Tier 2 and Tier 3 students in will increase in at least one to two reading levels by End of Year as measured by Running Records.

Evaluation Data Sources: Benchmark Running Records





REN 360, DLA, Campus FA

Strategy 1 Details	Reviews			
Strategy 1: Implement professional development grounded in the science of teaching reading that targets oral language development, alphabet knowledge, decoding, fluency, and comprehension. Strategy's Expected Result/Impact: The increase in reading levels at least 1 to 2 levels by the end of the year. Staff Responsible for Monitoring: Principal, Literacy Consultant, Reading Interventionist, ELAR/SLAR TDS, ELAR/SLAR Teachers TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement Reading Mastery and Corrective Reading during the Intervention Block daily. Strategy's Expected Result/Impact: An increase in Reading Levels Staff Responsible for Monitoring: Admin, Action Steps: Active Monitoring and consistent PD	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Increase the support around solid Tier 1 instruction - At Bats PLCs Strategy's Expected Result/Impact: Increase in Reading Levels Staff Responsible for Monitoring: Admin. Action Steps: Weekly PLCs	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Measurable Objective 2: By June of 2023, 100% of teachers will be trained, coached and provided feedback on Literacy by 3.

Evaluation Data Sources: PLC Documentation, Evidence of feedback around the literacy block, DLA, FA, Small group evidence

Strategy 1 Details	Reviews			
Strategy 1: Backwards Planning, Scaffolding CFU Questions, Re-teaching & Immediate Corrective Feedback Strategy's Expected Result/Impact: Teachers will demonstrate best practices in each classroom for backward planning, scaffolding, and reteaching. Staff Responsible for Monitoring: Principal, Literacy Consultant, Reading Interventionist, ELAR/SLAR TDS, ELAR/SLAR Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Weekly planning support will be offered throughout the year. Strategy's Expected Result/Impact: 100% of teachers will be trained, coached through planning of the Literacy Block Staff Responsible for Monitoring: Admin.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will participate in area planning sessions for each unit Strategy's Expected Result/Impact: Effective planning and use of UPG Staff Responsible for Monitoring: Admin. Area Leaders Action Steps: Attending planning sessions with coverage provided.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 100% of all ELA teachers will engage in deliberate practice of instructional delivery through weekly AT BATS, teachers will be trained on how to effectively utilize student data reports to track performance and monitor (on-going) student progress, and be coached on how to effectively deliver Reading Interventions.

Evaluation Data Sources: PLC Documentation, Evidence of feedback around the literacy block, DLA, FA, Small group evidence

Strategy 1 Details	Reviews			
Strategy 1: Feedback Protocol for AT BATS, Weekly Instructional Rounds with Focus on Small Group Instruction, Tailored Coaching and Feedback Strategy's Expected Result/Impact: The teacher's compacity will increase campus-wide to positively impact their 1 instruction 100%. Staff Responsible for Monitoring: Principal, Literacy Consultant, Reading Interventionist, ELAR/SLAR TDS, ELAR/SLAR Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Weekly PLCs Strategy's Expected Result/Impact: Effective Tier 1 instruction on the I DO Staff Responsible for Monitoring: Admin.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Calibration Walks - TTESS (Weekly) Strategy's Expected Result/Impact: Effective feedback on Tier 1 instruction weekly Staff Responsible for Monitoring: Admin.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.





Goal 1: Bastian ES students will demonstrate a 8% overall increase in Student Achievement performing at or above grade level in Math as measured by Meets Grade Level Standard in 3rd - 5th Grade resulting in an increase from 18% to 25% in 2022.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: By June 2023, 80% of students in 3rd - 5th will master Problem Solving as measured by District Level Assessments.

Evaluation Data Sources: REN 360, DLA, District & Campus FA





Strategy 1 Details		Reviews			
Strategy 1: Implement research based effective training for teachers in Guided Math for grades K-3 that they can use to help students develop strong problem solving skills, increase their motivation and a strong foundation of number sense and number fluency. Strategy's Expected Result/Impact: The teacher's compacity will increase campus-wide to positively impact their 1 instruction 100%. Staff Responsible for Monitoring: Math Specialist, TDS, Principal, Math Teachers, TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 2: By June 2023, 85% of students in will increase their Math scores by 8% from the BOY to the EOY on district assessments.

Evaluation Data Sources: DLA, District Formative Assessments





Strategy 1 Details		Reviews			
Strategy 1: Closely monitor the progress of student performance on district assessments from the BOY to the EOY and implement the campus-wide re-teach action plan with fidelity. Strategy's Expected Result/Impact: Teachers will demonstrate best practices in each classroom for backward planning, scaffolding, and reteaching. Staff Responsible for Monitoring: Math Specialist, TDS, Principal, Math Teachers		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Monthly Planning Sessions with Vontoure Learning for Math Teachers Strategy's Expected Result/Impact: Increased Student Achievement in assessments Staff Responsible for Monitoring: Admin.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Weekly Math Planning Support with Specialist Strategy's Expected Result/Impact: Increased scores on Assessments Staff Responsible for Monitoring: Admin.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: 100% of Math teachers will effectively plan for data driven structured small group intervention by using student data reports to track (on-going) student progress., will receive modeling within the classroom by content leads and specialist to increase 75% of students' academic performance on Ren 360 assessment from the BOY to EOY.

Evaluation Data Sources: TADS Performance Tool, Coaching & Feedback Notes, PLC documentation, Data Action Plan Documents, Ren 360

Strategy 1 Details	Reviews			
Strategy 1: Using formal and informal assessments, ontrack data, CFU questions, student feedback cards. Strategy's Expected Result/Impact: Teachers will know how to navigate DDI Reports and utilize student feedback cards to effectively create purposeful and meaningful lessons and interventions for each student. Staff Responsible for Monitoring: Math Specialist, TDS, Principal, Math Teachers,	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide teachers with effective coaching and feedback, AT BATS feedback protocol. 100% of Math teacher will engage in effective PLC planning with weekly AT BATS using student data to enhance instruction and promote student success. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: None Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: DDI will be put in place and small groups will be implemented throughout Tier 1 instructional time Strategy's Expected Result/Impact: Effective data tracking with DDI Staff Responsible for Monitoring: Admin. DDI	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.





Goal 1: SCHOOL PROGRESS - The percentage of overage Bastian students will decrease from 17% in 2022 to 14% by June 2023.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach





Measurable Objective 1: 100% of overage students will receive consistently weekly check-in support from the "Level Up" Coordinator.

Evaluation Data Sources: Overage report, Level up data, data assessment reports, intervention documentation

Strategy 1 Details	Reviews			
Strategy 1: 100% of overage students will be supported with Level Up program in order to increase their chances of promotion to the next grade level. Strategy's Expected Result/Impact: Level up strategies will be implemented and 100% of our overage scholars will meet promotion standards. Staff Responsible for Monitoring: Principal, Teacher Specialists Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Level Up students will receive small group instruction with instructional leaders weekly. Strategy's Expected Result/Impact: Increased student achievement in grade level assessments Staff Responsible for Monitoring: Admin. Level Up Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Weekly Attendance Check ins for overage students Strategy's Expected Result/Impact: 95% Present Attendance Staff Responsible for Monitoring: Admin.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: The attendance of 100% of overage students will be tracked consistently in order to ensure that they are in the learning environment 95% of the time.





Evaluation Data Sources: Overage report, Level up data, attendance records

Strategy 1 Details	Reviews			
Strategy 1: The "Level Up" coordinator will collect attendance reports bi-weekly on overage students and make parent contact to ensure that students are in the learning environment 95% of the time. Strategy's Expected Result/Impact: Overage students will increase academic success by being at school on a consistent basis. Staff Responsible for Monitoring: Teacher Specialist, Principal, Admin. Asst. Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Track attendance daily Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Admin/Registrar	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Make contact consistently that students need to be at school daily Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Admin/Registrar/CIS/Wraparound	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: 75% of overage students will increase their academic success by 10% on district assessments by the end of the school year.

Evaluation Data Sources: District Assessments, Intervention Reports, Data Reports, Grading Reports, Data Action Plans

Strategy 1 Details	Reviews			
Strategy 1: 100% of overage students will participate and master lessons in daily Reading interventions to increase their success academically. Strategy's Expected Result/Impact: Overage students will master Reading lessons daily. Staff Responsible for Monitoring: Intervention teacher, Principal, Teacher Specialists, IAT Coordinator, Teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
Strategy 2: 100% of overage students will participate in Reading Interventions daily Strategy's Expected Result/Impact: Increase student achievement in Reading Staff Responsible for Monitoring: Admin.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 100% of overage students will be put on technology interventions during their enrichment class at least once a week. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Admin, Campus Education Technologist	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.





Goal 1: By the end of the 22-23 school year the number of SPED students performing at Meets Grade Level Standard on at least 1 STAAR content test will increase by 7% in Spring 2023.

Measurable Objective 1: Ensure that 100% of teachers who service special education students are integrating IEPs (Individualized Education Plans) effectively and with fidelity in order to increase student achievement.

Evaluation Data Sources: IEPs, Anecdotal Notes, Data Reports - District Assessments





Strategy 1 Details	Reviews			
Strategy 1: Structured interventions will occur on a daily basis for the special education students. Strategy's Expected Result/Impact: Increased student achievement in content areas. Staff Responsible for Monitoring: SPED Chair, Teacher Specialists, Principal, Content Teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: SPED students will receive their services daily from the resource/inclusion teacher in order to support their IEP goals. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Admin. Sped Chair	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: SPED students will participate in Reading Interventions daily. Strategy's Expected Result/Impact: Increase Student Achievement in Reading Staff Responsible for Monitoring: Admin/Sped Chair	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: Increase the number of SPED students performing at Approaches and Meets level on at least 1 STAAR content test by 8%

Strategy 1 Details	Reviews			
Strategy 1: 1.) Utilize time during PLC to train teachers on how to read an IEP. 2.) Model for teachers how to implement an IEP for a student . 3) Conduct frequent classroom observations to determine usage of IEP. Strategy's Expected Result/Impact: IEP monitoring and use of accommodations utilized within the classroom environment. Staff Responsible for Monitoring: SPED Chair, Teacher Specialists, Principal, Content Teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor Accommodations Usage in Tier 1 instructional setting consistently Strategy's Expected Result/Impact: Increase student achievement on formative assessments Staff Responsible for Monitoring: Admin/SPED Chair	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: SPED students will do their own student tracking, so that they are aware of their growth Strategy's Expected Result/Impact: Increased student achievement and ownership of success Staff Responsible for Monitoring: Admin/SPED Chair	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: A systematic progress monitoring plan will be implemented throughout the year to determine whether special education students are moving towards their growth goals.

Strategy 1 Details	Reviews			
Strategy 1: 1. Student data will be tracked using exit tickets, common assessments, BOY, MOY, and EOY assessments. Strategy's Expected Result/Impact: Data tracking and action plans being used with fidelity. Staff Responsible for Monitoring: SPED Chair, Teacher Specialist, Principal, Content Teachers, Resource Teacher Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
Strategy 2: 2. Data talks with teachers to determine student progress Strategy's Expected Result/Impact: Increased knowledge of progress Staff Responsible for Monitoring: Admin/SPED Team/ Content Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Small group instruction based on data Strategy's Expected Result/Impact: Increased student achievement and closing of learning gaps Staff Responsible for Monitoring: Admin/SPED team	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE





Measurable Objective 1: Decrease the number of students with excessive unexcused absences by 50% by communicating consistently with parents & guardians.

Evaluation Data Sources: Attendance Report

Strategy 1 Details	Reviews			
Strategy 1: Monitor registrar referrals and attendance contracts with parents. Strategy's Expected Result/Impact: Bastian ES will increase the attendance of scholars so that they are in a safe learning environment. Staff Responsible for Monitoring: Admin Team, Leadership Team, Registrar, Wraparound Specialist/CIS Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Attendance strategy - calling daily if students are absent Strategy's Expected Result/Impact: Increase attendance Staff Responsible for Monitoring: Admin/Registrar	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase attendance incentives for families Strategy's Expected Result/Impact: Increased attendance and buy in Staff Responsible for Monitoring: Admin/Registrar	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 2: Provide additional support to 85% parents that have attendance problems to decrease high absenteeism of students.





Evaluation Data Sources: Attendance report, SAFs (Wraparound Specialist), Parent Survey

Strategy 1 Details	Reviews			
Strategy 1: Send letters to parents of students with three or more unexcused absences. Drop-out prevention team will be involved in home visits with scholars who recorded five absences or more. Strategy's Expected Result/Impact: Family buy in and decreased number of absences. Staff Responsible for Monitoring: Admin Team, Leadership Team, Registrar, Wraparound Specialist/CIS Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Do a saf for all students that have chronic absences Strategy's Expected Result/Impact: Increased support around attendance Staff Responsible for Monitoring: Admin./CIS/Wraparound	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Relationship Building for families that need more support Strategy's Expected Result/Impact: Increased attendance and communication Staff Responsible for Monitoring: Admin./Registrar	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: Provide an incentive program for 100% parents & students for consistent attendance each 6 weeks.

Evaluation Data Sources: Attendance Reports, Call logs

Strategy 1 Details	Reviews			
Strategy 1: Offering a reward for consistent attendance for the family. Strategy's Expected Result/Impact: Increase in buy in for the need for students to be in the learning environment. Staff Responsible for Monitoring: Registrar, Business Manager, Admin. Team Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June



Strategy 2 Details	Reviews			
Strategy 2: Send out call outs giving them positive praise for having their children at school Strategy's Expected Result/Impact: Increased buy in for student attendance Staff Responsible for Monitoring: Admin/Registrar	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase communication for chronic tardies Strategy's Expected Result/Impact: Increased punctuality and attendance	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE





Measurable Objective 1: Implement the Bastian Behavior Management System (CHAMPS) campus-wide.

Evaluation Data Sources: Discipline Referrals

Strategy 1 Details	Reviews			
Strategy 1: Reduce the number of office referrals for Level I and Level II infractions, increase the amount of adult presence during transitions and implement the use of restorative circles. Strategy's Expected Result/Impact: The number of referrals will be reduced for Level 1 & 2 infractions. Staff Responsible for Monitoring: SEL Teacher, Admin. Team, IAT Coordinator Title I: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Classroom Culture Specialist will support teachers in using CHAMPS Strategy's Expected Result/Impact: Increase management that will impact Tier 1 instruction Staff Responsible for Monitoring: Admin/Career Pathways Leaders	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increased relationship building prior to disciplinary action Strategy's Expected Result/Impact: Less disciplinary issues Staff Responsible for Monitoring: Admin., Counselor/CIS	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>				

Measurable Objective 2: Increase parent/family involvement in student's academic achievement and social emotional needs by inviting them to be educated on our campus-wide practices at least once every 6 weeks.





Evaluation Data Sources: Evidence of attendance at meetings, Parent surveys

Strategy 1 Details	Reviews			
Strategy 1: Parent Conferences (Remote via MS Teams and Face to Face) with implementation of restorative practices Strategy's Expected Result/Impact: A better understanding and partnership between the school and families. Staff Responsible for Monitoring: Wraparound Specialist, Community in Schools, Admin. Team Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monthly Principal Parent Meeting for parents to express concerns Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: FACE Platinum status is the goal and we will follow the steps in order to receive by being an inviting campus Strategy's Expected Result/Impact: Increased family involvement Staff Responsible for Monitoring: Admin.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: The number of positive reports will increase by 10% on Class Dojo from the beginning to the end of the year.

Evaluation Data Sources: Character Log, Class Dojo

Strategy 1 Details	Reviews			
Strategy 1: Incentives every 6 weeks for the use of positive character development and positive conflict resolution skills through enrichment class that offers Character Education. Strategy's Expected Result/Impact: Increased positive behavior campus-wide. Staff Responsible for Monitoring: SEL Teacher, Admin. Team, Teachers Title I: 2.5, 4.1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Students of the Month Principal Incentive Strategy's Expected Result/Impact: Increased Positive Student Culture Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Positive Reinforcement throughout the school Strategy's Expected Result/Impact: Increase in positive behavior weekly	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION - By June 2023, the number of bullying accusations will decrease by 50%.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being





Measurable Objective 1: Increase the number by 15% of one-on-one Leadership mentor-mentee conferences to support targeted Tier II/Tier III students to attain increase in social, emotional, behavioral and academic competencies.

Evaluation Data Sources: Mentor Mentee Log

Strategy 1 Details	Reviews			
Strategy 1: Increase the programs that we have on campus for mentorship opportunities. Strategy's Expected Result/Impact: Positive relationship building that will foster positive behavior campus-wide. Staff Responsible for Monitoring: Admin. Team, SEL Coordinator, IAT Coordinator, Parent Engagement Rep. Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Mentor Church Program with Greater St. Matthews Strategy's Expected Result/Impact: Increased relationship building Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Mentor program on campus through staff Strategy's Expected Result/Impact: Increased relationship building Staff Responsible for Monitoring: Admin/	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 2: Decrease bullying and negative interactions between 4th and 5th Graders by 50%.

Evaluation Data Sources: Behavior Logs





Strategy 1 Details	Reviews			
Strategy 1: Implement the G. R. E. A. T (Gang Resistance Education Training) program with 4th and 5th Graders to decrease bullying and negative interactions. Strategy's Expected Result/Impact: Decreased number of bullying incidents Staff Responsible for Monitoring: Admin. Team, HPD Rep. Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Character Development Sessions through Enrichment Strategy's Expected Result/Impact: Decreased Bullying incidents Staff Responsible for Monitoring: Admin/Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Character Development Assemblies each semester Strategy's Expected Result/Impact: Increased character development Staff Responsible for Monitoring: Admin., Counselor	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION - The percentage of students receiving special education services in reading and math will be at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading assessments will increase by 6% percentage points in Spring 2023.

Measurable Objective 1: To ensure implementation of accommodations and designated supports for 100% of students receiving Special Educations services in the classroom, through Special Education teacher and content teacher collaboration, by consistently implementing the Universal Learning Design





Evaluation Data Sources: REN360, student progress monitoring, Annual ARD
Review ARDs as needed, DLA, FA
STAAR 3-8 Reading
Formative Summative

Strategy 1 Details	Reviews			
Strategy 1: To ensure that the all classroom teachers receive their students IEP in a timely manner, including a planning session between the content teachers and the Special Education chair. Strategy's Expected Result/Impact: Campus-wide implementation of accommodations according to the IEPs. Staff Responsible for Monitoring: Staff Responsible for Monitoring: Principal, Special Education Chair, teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: SPED Chair monitors services to ensure they are done with fidelity Strategy's Expected Result/Impact: Increased effectiveness in SPED Staff Responsible for Monitoring: Admin., SPED Chair	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Ongoing PD with interventions for SPED & Accommodations throughout the year Strategy's Expected Result/Impact: Increased Knowledge around SPED Staff Responsible for Monitoring: Admin., SPED Dept.	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 2: A systematic progress monitoring plan will be implemented throughout the year to determine whether special education students are moving towards their growth goals and making progress from the BOY to EOY.





Evaluation Data Sources: REN360, student progress monitoring, Annual ARD
108 Bastian Elementary School
Generated by Plan4Learning.com

Review ARDs as needed, DLA, FA
STAAR 3-8 Reading
Formative Summative

Strategy 1 Details	Reviews			
Strategy 1: Student data will be tracked using formative assessments, BOY, MOY, and EOY assessments. 2. Data talks with teachers to determine student progress 3. Data talks with students to determine student progress. Strategy's Expected Result/Impact: Growth and progress monitoring reflecting increases in student achievement Staff Responsible for Monitoring: SPED Chair, Teacher Specialists, Content Teachers, Resource Teacher Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: SPED Tracking with Resource Teacher and Inclusion Teacher Strategy's Expected Result/Impact: Increased accountability of SPED student progress. Staff Responsible for Monitoring: Admin., SPED Chair	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: SPED update PLCS for how students are growing Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Admin., SPED Team	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: Bastian ES will ensure that 100% of students identified as special education are receiving appropriate interventions to meet student needs.

Evaluation Data Sources: REN360, student progress monitoring, Annual ARD
Review ARDs as needed, DLA, FA
STAAR 3-8 Reading
Formative Summative, Running Records

Strategy 1 Details	Reviews			
Strategy 1: Structured Reading Interventions will take place daily for an hour campus-wide that Special Education students will be actively engaged in. Strategy's Expected Result/Impact: Increase in student achievement on district assessments. Staff Responsible for Monitoring: SPED Chair, Teacher Specialists, Content Teachers, Resource Teacher Title I: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strategic grouping will take place for SPED students Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Admin., SPED Team	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Professional Development based on interventions for Tier 3 SPED students Strategy's Expected Result/Impact: Increased accountability for interventions for students Staff Responsible for Monitoring: Admin., SPED Team	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.
To ensure that 100% of our English Learners , Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented students receive appropriate services according to their needs, measured by a rating of B in Domain 3 of the campus 2022-2023 accountability report.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach





Measurable Objective 1: By July 2023 at least 50% of our ELL scholars will meet standard or increase 1 level in at least 1 TELPAS domain.

Evaluation Data Sources: TELPAS Scores,

Strategy 1 Details	Reviews			
Strategy 1: Goal setting student conferences will be held with 100% of ELL scholars that take TELPAS. Strategy's Expected Result/Impact: Student accountability in their progress Staff Responsible for Monitoring: Admin. Team, Sheltered Instruction Coach Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Writers in the Schools will work with students to increase english proficiency Strategy's Expected Result/Impact: Increased TELPAS scores Staff Responsible for Monitoring: Admin., LPAC.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Use of language objectives to increase the language development in Tier 1 instruction Strategy's Expected Result/Impact: Increased language development Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 2: There will be a weekly "Genius Hour" for 100% of GT students campus-wide.





Evaluation Data Sources: Genius Hour participation logs, student work products

Strategy 1 Details	Reviews			
Strategy 1: Project based learning that extends beyond the classroom will be made available to GT students, so that they can increase their knowledge and skills. Strategy's Expected Result/Impact: Increase in their growth and achievement Staff Responsible for Monitoring: GT Coordinator, Admin. Team Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Club Genius will be run by the GT Coordinator where students will work on a GT project consistently Strategy's Expected Result/Impact: Increased GT knowledge and accountability Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase parent knowledge around gifted and talented program Strategy's Expected Result/Impact: Increased testing for GT Staff Responsible for Monitoring: Admin.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: 100% of dyslexia students will increase at least 1 reading level by June 2023.

Evaluation Data Sources: Running Records, District Assessments





Strategy 1 Details	Reviews			
Strategy 1: Students will be pulled daily following "Reading by Design" with the Reading Intervention teacher. Strategy's Expected Result/Impact: Increase in their Reading levels by the end of the year. Staff Responsible for Monitoring: Reading Intervention Teacher, Admin. Team Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Dyslexia scholars will have intervention daily in addition to their pull out groups Strategy's Expected Result/Impact: Increased reading achievement Staff Responsible for Monitoring: Admin.,	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Dyslexia students will be tracked by Reading Interventionist for progress in classes Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 6: PARENT and COMMUNITY ENGAGEMENT - By the end of 22-23 school year Bastian Elementary School will receive the Platinum Campus certification as rated by the district's Face office.

Measurable Objective 1: Measurable Objective 1: The school will receive the "Platinum" recognition for parent and community engagement.

Strategy 1 Details	Reviews			
Strategy 1: The Wraparound Specialist and support staff will go to the surrounding apartments and houses to promote the school, using flyers, placing, signs on the ground, conferencing with the apartment complex manager and neighbors. Strategy's Expected Result/Impact: To accomplish the projected enrollment of 665 students or above by October 2022 Staff Responsible for Monitoring: Registrar, Admin. Wraparound Specialist, Community in Schools Rep. Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The CIS and Wraparound will work together to increase home visits for attendance Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Admin, CIS/Wraparound	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Family Events will happen monthly such as Pastries with the Principal Strategy's Expected Result/Impact: Increased Family Engagement Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: To increase presence in social media by 25%, so more parents and other stakeholders in the community recognize Bastian Elementary as an effective and safe school in the area.





Evaluation Data Sources: Social Media participation, parent engagement

Strategy 1 Details	Reviews			
Strategy 1: Post positive learning at the school on a weekly basis. Strategy's Expected Result/Impact: Positive mindset increase. Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use social media as an avenue to keep parents up on what is happening at the school. Strategy's Expected Result/Impact: Increased family engagement Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Flyers will be used to keep families informed. Strategy's Expected Result/Impact: Increased knowledge and partnership between school and family Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: Increase parent feedback by 50% by offering a suggestion box at the front and sending out surveys monthly.

Evaluation Data Sources: Survey data, suggestion data

Strategy 1 Details	Reviews			
Strategy 1: Advertising to parents on a weekly basis that their opinion matters and that we care what they think about our campus and programs. Strategy's Expected Result/Impact: More parent involvement Staff Responsible for Monitoring: Admin. Team, Parent Engagement Rep, Community in Schools Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monthly reminders about suggestion box and hearing their opinions Strategy's Expected Result/Impact: Increased positive relationships with parents Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Ask parents for ideas around surveys and feedback monthly Strategy's Expected Result/Impact: Increased student engagement with families Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & Hearing Screening (Grades PK, K, 1, 3, 5,), Type 2 Diabetes (Grades 1, 3, 5,), Medication Administration and AED Maintenance Checks.

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.





Strategy 1 Details	Reviews			
Strategy 1: Providing the nurse with support to conduct the necessary screenings and health checks in a timely manner. Strategy's Expected Result/Impact: Increased support for health service Staff Responsible for Monitoring: Admin Team	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Nurse Check Ins - Monthly Strategy's Expected Result/Impact: Increased support for Nurse duties Staff Responsible for Monitoring: Admin , Nurse	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Nurse updates Strategy's Expected Result/Impact: Increased Nurse effectiveness Staff Responsible for Monitoring: Admin, Nurse	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Providing the nurse with support to conduct the necessary vision checks in a timely manner. Strategy's Expected Result/Impact: 100% of students complete with Vision Screening Staff Responsible for Monitoring: Admin. Team Action Steps: Monthly Check In's for Progress	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide knowledge to parents around the purpose Strategy's Expected Result/Impact: Increase parent involvement Staff Responsible for Monitoring: Admin., Nurse	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Nurse reports - monitor Strategy's Expected Result/Impact: Increased accountability Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Providing the nurse with support to conduct the necessary vision checks in a timely manner. Strategy's Expected Result/Impact: 100% of Hearing Screening complete Staff Responsible for Monitoring: Admin. Team Action Steps: Monthly Check Ins	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Nurse Check Ins Strategy's Expected Result/Impact: Increased communication around deadlines Staff Responsible for Monitoring: Admin., Nurse	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Nurse PD Strategy's Expected Result/Impact: Increase parent knowledge around hearing screening Staff Responsible for Monitoring: Admin., Nurse	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Providing the nurse with support to conduct the necessary diabetes screenings in a timely manner. Strategy's Expected Result/Impact: 100% of screenings completed Staff Responsible for Monitoring: Admin. Team Action Steps: Monthly Check Ins	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Community Knowledge - Diabetes Strategy's Expected Result/Impact: Increased Diabetes knowledge and prevention Staff Responsible for Monitoring: Nurse	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Nurse Check Ins Strategy's Expected Result/Impact: Increased accountability Staff Responsible for Monitoring: Admin / Nurse	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2023.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.





Strategy 1 Details	Reviews			
Strategy 1: N/A K-5 Campus	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: N/A PK- 5 Campus	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: N/A PK-5 Campus	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team





Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Nurse Check ins Strategy's Expected Result/Impact: Increased effectiveness around communication Staff Responsible for Monitoring: Admin/Nurse	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Training for medicine administration Strategy's Expected Result/Impact: Equipped staff for medicine administration Staff Responsible for Monitoring: Admin/Nurse	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Monitor documentation 100% of the time Strategy's Expected Result/Impact: Increased effectiveness with documentation Staff Responsible for Monitoring: Admin., Nurse	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:
 Number of AEDs on campus:

Strategy 1 Details	Reviews			
Strategy 1: Ensure that AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS are conducted for all AEDs and an annual report submitted to Health and Medical Services. Strategy's Expected Result/Impact: Monthly maintenance checks on AED Staff Responsible for Monitoring: Admin. Team Action Steps: Monthly Check ins	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Nurse Check - Ins Strategy's Expected Result/Impact: Increased accountability Staff Responsible for Monitoring: Admin., Nurse	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Maintenance Communication Strategy's Expected Result/Impact: Increased campus communication Staff Responsible for Monitoring: Admin., Nurse	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.





Measurable Objective 1: Measurable Objective 1: The school will provide a garden where students can grow their own fruits and vegetables campus-wide.

Evaluation Data Sources: Garden coordinator log, student products

Strategy 1 Details	Reviews			
Strategy 1: Families will be educated on the healthy way to eat and grow healthy foods. Strategy's Expected Result/Impact: Family engagement in healthy living Staff Responsible for Monitoring: Admin. Team, Garden teachers, Wraparound Specialist Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will go home with fresh fruits and vegetables weekly Strategy's Expected Result/Impact: Increased health information Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The knowledge will increase around self-care through the wraparound and cis Strategy's Expected Result/Impact: Increased knowledge Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 2: 100% of students will receive fresh fruits and vegetables 3 days a week,





Evaluation Data Sources: Data Log of Receipt

Strategy 1 Details	Reviews			
Strategy 1: 100% of students will receive fresh fruits and vegetables on Tuesday, Wednesday, Thursday on a weekly basis. Strategy's Expected Result/Impact: Healthier lifestyle for our families Staff Responsible for Monitoring: Admin. Team, CIS, Wraparound Specialist Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase knowledge of fruits and vegetables Strategy's Expected Result/Impact: Increased knowledge Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Keep schedule of deliveries Strategy's Expected Result/Impact: Increased organization with distribution Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: The physical education teacher will implement the district curriculum daily to all grade levels weekly that will increase student heart health and active lifestyle.

Evaluation Data Sources: Health data, lesson plans, coaching & feedback

Strategy 1 Details	Reviews			
Strategy 1: The curriculum unit planning guide will be followed with fidelity. Strategy's Expected Result/Impact: Student work products will determine the effectiveness of activities Staff Responsible for Monitoring: PE Teacher, Admin. Team Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
Strategy 2: Increase Accountability around Tier 1 PE instruction Strategy's Expected Result/Impact: Increased health and wellness Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Ensure that UPG for physical education is done with fidelity and district support is utilized Strategy's Expected Result/Impact: Increased effectiveness of PE instruction Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Measurable Objective 1: Bastian ES will meet Domain 1 Student Achievement and move from 58 to at least 60 by the end of 2023.

Evaluation Data Sources: STAAR Domain 1 Data

Strategy 1 Details	Reviews			
Strategy 1: The campus will ensure that Tier 1 instruction is delivered with fidelity 100% of the time by focusing on strategic planning. Strategy's Expected Result/Impact: An increase in Student Achievement across all assessment pieces on the campus and district wide Staff Responsible for Monitoring: Admin. Team Action Steps: Effective PLCs, Coaching & Feedback on a consistent, weekly basis	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Tier I instruction PD will be ongoing throughout the school year Strategy's Expected Result/Impact: Increased teacher capacity and student achievement Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Model lessons and Planning support will be weekly throughout the school year Strategy's Expected Result/Impact: Increase teacher capacity around the "I DO" Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for 108 Bastian Elementary School

Total SCE Funds: \$71,808.13

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

Our State Comp Funds are used to supplement our regular education by allowing us to offer additional enrichment and intervention opportunities during the school day. We are able to offer more literacy programs and opportunities for students increase their reading levels . We are also able to fund positions that allow for more small group instruction and support for our Tier 1, Tier 2 and Tier 3 students.

Personnel for 108 Bastian Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Singleton, Mary	Tchr, Second Grade	0.5
White, James	Hourly, Lecturer-Degreed	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Our focus continues to be high-quality, first tier instruction and intentional small group intervention at all grade levels. Through efficient data analysis, backwards-planning of assessments, consistent coaching development, and monitored systems, we will continue to be successful and elevate to the next level. We will provide ongoing professional development through weekly PLC's, Learning Labs, Open Teacher Labs, At-Bat practice sessions, and targeted skill development meetings. The IAT team meets twice a month to review progress monitoring and student movement with tracking systems. We must monitor our students to a level that closes the achievement gaps and enhances learning for Tier 1, Tier 2, and Tier 3 learners.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Survey Feedback

Suggestions via Campus Class Dojo

Suggestion Box at the front desk for Stakeholders

2.2: Regular monitoring and revision

Weekly PLC's that include a Weekly Data PLC Form

Data Dig Action Plan withn 48 hours of district assessments

Intervention Log that determines lessons mastered and reteach data

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

The SIP is available to parents in the following locations: Campus Class Dojo, Parent Newsletter, Campus Website

The SIP was made available to parents by: Class Dojo, Call Outs

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

1. Campus-wide intervention action plan (Reading Mastery. Corrective Reading) Tier 2 & 3 Learners
2. Weekly Academic PLCs At Bats & Feedback Protocol
3. Stretch Learning for Tier 1 scholars
4. Guided Reading , Guided Math, Guided Writing (monthly writing samples)

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

Enrichment Offerings of Art, Character Education, Technology, Library Skills, Reading & Math Labs, and Physical Education

Extended Day/Tutorial Program

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

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Quarterly revise the SIP plan based on data with the Shared Decision making Committee

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - T. McGhee, D. Wiltz. C. Araguz

- Teacher - C. Walthall, L. White, S. Ware
- Admin. - A. Holloway, M. Harris, K. Cooks

The PFE was distributed

- On the campus website

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

1. Family Engagement Nights will occur at minimum of twice on a monthly basis (Family Literacy Night, Math/Science Night, etc.)
2. Positive incentives connected to student rewards (Free dress passes, Extra Credit opportunities)
3. Data based conferences for student learning goals and analysis
4. ESL Technology & Language Support for English Learner Families

4.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - 10/1/21
- Meeting #1 Alternate - 10/8/21
- Meeting #2 - 11/9/22
- Meeting #2 Alternate - 11/10/22
- Meeting #3 - 1/11/23
- Meeting #3 Alternate - 1/12/23
- Meeting #4 - 3/8/23
- Meeting #4 Alternate - 3/10/23

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alesia Myers	Teacher, Intervention, General	ESSER Title I	1.0
Alexis Tonche-Marquez	Sr. Academic Tutor	Title I	1.0
Kaylyn Pratt	Class Size Reduction Tchr	Title I	1.0
Makala Corbin	Teaching Assistant	Title I	1.0
Tramika Eason	Sr. Academic Tutor	Title I	1.0

Addendums

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____
2. _____
3. _____
4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>

SIP APPROVAL 2022-2023

School Name and Campus #: Bastian Elementary School #108

Principal Name: Alana Holloway

School Office: Tammie Daily

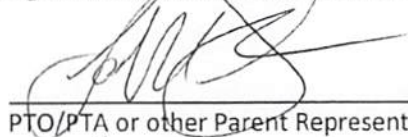
Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 10/04/22 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

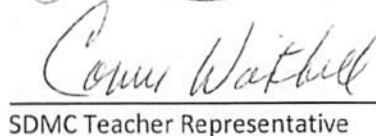

Principal

9/30/22
Date

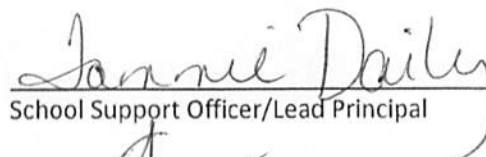
Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative

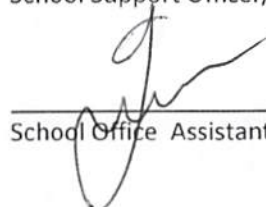
9/30/22
Date


SDMC Teacher Representative

9/30/22
Date


School Support Officer/Lead Principal

9/30/22
Date


School Office Assistant Superintendent

9/30/22
Date

Effective Schools Facilitator (ESF) or Professional

Date Service Provider (PSP)
(if applicable or still in use under grant contract)