

District Goal 1: Develop and implement an effective plan to improve student performance, including all subgroups in all academic areas.									
Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.									
Objective: Raise Baccus accountability rating to highest level on the New Accountability Measures.									
Strategy: Instruct all students in grade level TEKS while creating a climate of high expectations for success.									
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Teachers and staff convey the high expectations that all students are to obtain at least minimum mastery	Principal, AP, Teachers, Staff, Students, Parents	Avenues of Communication: Newsletters, websites, parent meetings	June, 2012	State Accountability Measures	Highest Level	August 2011 to June 2012	1,2,6	AEIS	All
Target college readiness standards across all grade levels	Principal, AP, Teachers, Specialists	Academic software, Tutoring, Mentoring Programs, Field Trips	June, 2012	State Accountability Measures	Increase in performance on college readiness standards	August 2011 to June 2012	2, 3 and 9	AEIS	All
Provide academic advising for 5th grade students to prepare for secondary CTE coursework choices	Principal, 5th Grade Teachers, CTE Director	Advising Materials, Field Trip to GHS, Bus Transportation	June, 2012	Completed field trip	Students enrolling in CTE coursework in middle schools and high schools	August 2011 to June 2012	2 and 10	AEIS	All
Students will learn how to read fluently with high levels of comprehension	Teachers and reading specialists	Reading series, Istation, novel sets, leveled readers, supplemental reading materials	June, 2012	Lesson Plans, Walk-throughs	STAAR, AYP and Istation	August 2011 to June 2012	2 and 3	AEIS	All
Use computers to enhance and individualize the reading program	Teachers and reading specialists	Istation, Rdg Websites, Brain Pop, Study Island, AR	June, 2012	Lesson Plans and computer data reports	STAAR, AYP and Istation	August 2011 to June 2012	2 and 9	AEIS	All
Provide supplemental small group, mentor and tutoring services for at-risk students in reading along with after school tutoring	Teachers and reading specialists	Reading series, Istation, novel sets, leveled readers, supplemental reading materials	June, 2012	Teacher documentation, data reports	STAAR, AYP and Istation	August 2011 to June 2012	2 and 3	AEIS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment;
2. Schoolwide reform strategies;
3. Instruction by highly qualified teachers;
4. Professional development;
5. Highly qualified teachers;
6. Parental Involvement;
7. Transition from early childhood programs;
8. Include teachers in the decisions;
9. Effective, timely additional assistance;
10. Coordination and integration

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.									
Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.									
Objective: Raise Baccus accountability rating to highest level on the New Accountability Measures.									
Strategy: Instruct all students in grade level TEKS while creating a climate of high expectations for success.									
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Provide small group instruction in kindergarten literacy groups	Teachers and reading specialists	Literacy Books and leveled readers	May, 2012	Lesson Plans and Tutoring Time Sheets	Lesson Plans and TEKS Literacy Sheets	August 2011 to June 2012	2 and 7	AEIS	All
Provide novels for third, fourth and fifth grade reading from approved district list	Teachers and Principal	Novel sets	May, 2012	Lesson Plans & Walkthroughs	STAAR Reading	August 2011 to June 2012	2, 3, and 9	AEIS	All
Provide identified GT students with differentiated instruction, project guidelines and field trips	Teachers and Principal	Time for projects, GT money for Field Trips	May, 2012	Lesson Plans and completed projects	STAAR, Teacher Observation and TEKS Checklist	August 2011 to June 2012	2, 3, and 9	AEIS	GT
Perform supplemental small group instruction and after-school tutoring at risk students in math	Teachers and math specialist	TEMI Interventions, Vmath, Bus Transportation	May, 2012	Lesson Plans and Tutoring Time Sheets	STAAR, Benchmarks and Common Assessments	August 2011 to June 2012	2 and 3	AEIS	All
Instruct math processes and skills using adopted math series and supplemental math programs	Teachers, math specialists, and Principal	Textbooks, Motivation Math, Investigations in Math, Kamico, Countdown to Math STAAR	May, 2012	Lesson Plans & Walkthroughs	STAAR and Benchmarks	August 2011 to June 2012	2, 3 and 9	AEIS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: Raise Baccus accountability rating to highest level on the New Accountability Measures.

Strategy: Instruct all students in grade level TEKS while creating a climate of high expectations for success.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Use supplemental math materials to enhance math learning	Teachers and Math Specialists	Investigations, Motivation Math, Calculators, Kamico, Target Math	May, 2012	Lesson Plans and Walkthroughs	STAAR, Benchmarks and Common Assessments	August 2011 to June 2012	2, 3, and 9	AEIS	All
Use computer software and programs from the Internet to enhance math learning	Teachers and Instructional Specialists	Computer Lab and Classroom Computers Supplies	May, 2012	Lesson Plans and Walkthroughs	STAAR, Benchmarks and Common Assessments	August 2011 to June 2012	2, 3, and 9	AEIS	All
Use manipulatives and learning centers to create and maintain students' natural curiosity	Teachers and Instructional Specialists	Local \$150 Per Teacher	May, 2012	Lesson Plans and Walkthroughs	STAAR, Benchmarks and Common Assessments	August 2011 to June 2012	2, 3 and 9	AEIS	All
Provide all students TEKS based writing instruction while providing opportunities for writing integration across all content areas	Teachers and specialists	ABYDOS materials, Empowering Writers materials, journals, writing materials	May, 2012	Lesson Plans & Walkthroughs	STAAR, Writing samples	August 2011 to June 2012	1,2, 3	AEIS	All
Students will complete a final draft writing each six weeks along with journal writing in all core subject areas	Teacher, Literacy Specialist and Principal	Writing Folders, Expository Writing Books, Narrative Writing Books, Gretchen Bernabei Books	May, 2012	Writing Portfolio for each student	STAAR, Common Assessments	August 2011 to June 2012	1,2, 3	AEIS	All
Provide small group writing intervention for struggling students	Teachers and Literacy Specialist	Writing Materials	May, 2012	Lesson Plans & Walkthroughs	STAAR, Common Assessments	August 2011 to June 2012	1, 3, 9	AEIS	AR

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.									
Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.									
Objective: Raise Baccus accountability rating to highest level on the New Accountability Measures.									
Strategy: Instruct all students in grade level TEKS while creating a climate of high expectations for success.									
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Provide all students TEKS based science instruction	Teachers and Principals	FOSS Kits, Laboratory Experiments, Study Island, Brain Pop	May, 2012	Lesson Plans & Walkthroughs	STAAR, Benchmarks, and Common Assessments	August 2011 to June 2012	3, 5, and 10	AEIS	All
Students will demonstrate competency in technology TEKS for their grade level	Teachers and Instructional Specialist	Computer Lab and Four Computers Per Classroom	May, 2012	Lesson Plans	Technology TEKS	August 2011 to June 2012	5 and 9	Technology TEKS	All
Provide at least 30% of instruction at or above the application level of Bloom's Taxonomy	Teachers and Instructional Specialist	Critical Thinking Strategies and training	May, 2012	Snapshot Visits	CARA Data	August 2011 to June 2012	2, 3 and 5	CARA Data	All
Students will be provided small group instruction to challenge students with higher level projects and assignments to help them achieve commended performance on assessments.	Teachers and specialists	Materials for all content areas	May, 2012	Lesson Plans & Walkthroughs	STAAR, Benchmarks, and Common Assessments	August 2011 to June 2012	1, 3	AEIS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ELL - English Language Learners, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment;
2. Schoolwide reform strategies;
3. Instruction by highly qualified teachers;
4. Professional development;
5. Highly qualified teachers;
6. Parental Involvement;
7. Transition from early childhood programs;
8. Include teachers in the decisions;
9. Effective, timely additional assistance;
10. Coordination and integration

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.									
Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.									
Objective: Student Time on Task will be increased to maximize learning opportunities.									
Strategy: Provide a schedule that gives every core content an uninterrupted amount of time for instruction.									
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Master plan will be developed that provides uninterrupted amounts of time for instruction.	Principal	Master Schedule	August, 2011	Blocks of uninterrupted time for core classes.	Student Performance	August, 2011 to May, 2012	2, 3	AEIS	All
Tools of Engagement Training provided for teachers to maximize instructional time.	Principal	Tools of Engagement books for all teachers	June, 2012	Lesson Plans & Walkthroughs	Student Performance	August, 2011 to May, 2012	2, 3, 4	AEIS	All
Teach clearly defined procedures for classroom.	Teachers and staff	Teachers and staff	June, 2012	Lesson Plans & Walkthroughs	Students follow procedures	August, 2011 to May, 2012	2, 3, 10	FS, SS	All
Provide professional development to help teachers teach procedures effectively.	Principal, AP, Counselor	Jim Solsbery Training, Positive Behavior Support Materials	August, 2011	Lesson Plans & Walkthroughs	Clearly defined procedures are taught throughout Baccus	August, 2011 to May, 2012	2, 3, 10	FS, SS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment;
2. Schoolwide reform strategies;
3. Instruction by highly qualified teachers;
4. Professional development;
5. Highly qualified teachers;
6. Parental Involvement;
7. Transition from early childhood programs;
8. Include teachers in the decisions;
9. Effective, timely additional assistance;
10. Coordination and integration

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: Frequent Monitoring of Student Progress - At least 90% of students will meet or exceed state minimum standards.

Strategy: Regularly assess all students to determine educational needs.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Common assessments will be administered regularly to analyze student mastery of TEKS covered	Principal, AP, Teachers, Specialists	Assessments	June, 2012	Assessment results	Student Performance Data	As set by Common Assessment Schedule	2, 3, 10	AEIS	All
Review common assessment data including sub-populations during Wednesday CARA meetings	Principal, AP, Teachers, Specialists	Data Banks, Scope & Sequence	June, 2012	Data results, charts, graphs, summaries	STAAR, AYP, Istation, TEMI results	Completed the Wednesday after assessments administered	2, 3, 10	AEIS	All
Adjust instruction to fit student needs	Teachers & Specialists	Teachers, Specialists, Intervention strategies, Scope & Sequence	June, 2012	Revised instruction to meet individual needs.	Better comprehension, more participation, better responses, more confidence.	Daily	3, 10	AEIS	All
Re-evaluate weak areas to verify that interventions were successful during Wednesday CARA meetings	Principal, AP, Teachers, Specialists	Data Banks, Scope & Sequence	June, 2012	Updated assessment results	Improvement in data	90% passing rate	2, 3, 10	AEIS	All
Grade appropriate incentives and rewards provided throughout the year	Principal, AP, Teachers, Parents	Community resources, PTO funds, Campus Funds, Child Nutrition Department	Each Six Weeks	Reward Ceremonies	Improved motivation, improved test scores.	90% participation	1, 2, 9	AEIS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment;
2. Schoolwide reform strategies;
3. Instruction by highly qualified teachers;
4. Professional development;
5. Highly qualified teachers;
6. Parental Involvement;
7. Transition from early childhood programs;
8. Include teachers in the decisions;
9. Effective, timely additional assistance;
10. Coordination and integration

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: Maintain a Quality Technology Plan

Strategy: Focus on technology instruction for students.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Develop a campus technology plan encompassing the needs of all students	Principal, Technology Committee, Director of Technology	Technology Committee	Working document, revised semi-annually	A written plan	A clear focus on technology in the Baccus classrooms.	December / May	1, 8, 10	FS, SS	All
Equip all classrooms with: mounted LCD projector, document camera, interactive whiteboard, and student response system	Principal, Technology Committee, Director of Technology	District Technology Funds, Campus Funds	Work in progress throughout year.	Technologies available in classrooms.	A clear focus on technology in the Baccus classrooms.	June, 2012	1, 8, 10	FS, SS	All
Equip all classrooms with 4 computer stations for student use	Principal, Technology Committee, Director of Technology	District Technology Funds, Campus Funds	Work in progress throughout year.	Technologies available in classrooms.	A clear focus on technology in the Baccus classrooms.	June, 2012	1, 8, 10	FS, SS	All
Use computer software and programs from the Internet to enhance instruction	Teachers and Instructional Specialists	Computer Lab and Classroom Computers Supplies	May, 2012	Lesson Plans and Walkthroughs	STAAR, Benchmarks and Common Assessments	August 2011 to June 2012	2, 3, and 9	AEIS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.									
Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.									
Objective: Focus on Response to Intervention process to support student success									
Strategy: Refine the Rtl process									
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Baccus Rtl committee will meet regularly on students in need of intervention.	Principal, Counselor, Teachers, Parents, Students	Rtl materials, data banks, teacher data, parent input	May, 2012	Meeting documents	Student performance data	August, 2011 to May, 2012	1, 2, 6, 9	AEIS, FS	All
Rtl students received small group or individual instruction targeting areas of need	Teachers and specialists	Intervention materials: Voyager, Istation, TEMI, teacher materials, Intervention Central	May, 2012	Intervention documentation	Student performance data	August, 2011 to May, 2012	1, 2, 3, 8	AEIS, FS	All
After-school tutoring will be available for students in need of intervention	Principal, AP, Teachers, Parents, Students	Bus transportation, teacher time, snacks, intervention materials	May, 2012	Attendance sheets, bus transportation logs	Student performance data	August, 2011 to May, 2012	1, 2, 3, 9	AEIS, FS, SS	All
Provide staff development for differentiated instruction	Principal and Curriculum	Training materials and personnel	August, 2011	Training implementation	Student performance data	August, 2011 to May, 2012	1, 3, 10	AEIS, FS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

District Goal 2: Develop and implement procedures to enhance a positive school climate.									
Campus Goal: The staff at Baccus Elementary will create a positive school climate.									
Objective: Parents, students and community members will have a positive, safe and orderly experience at Baccus Elementary.									
Strategy: Develop plans and procedures to create a positive environment.									
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Students will be invited to attend PK and Kindergarten roundup	Principal, PK & Kindergarten Teachers	Enrollment Forms	August, 2011	Kindergarten Enrollment Documentation	Number of Students Enrolled	August, 2011	7	Parent Sign- In Sheet	All
Host school visits for school PK and Kindergarten students	Principal, PK & Kindergarten Teachers	Time for facilities tour	May, 2012	Schedule of Tours	Number of Students Participating	May, 2012	7	Parent Sign- In Sheet	All
Parents will be invited to a kindergarten parent meeting	Principal and Kindergarten Teachers	Kindergarten Teacher Presentations	September, 2011	Sign In Sheets	Number of Parents Attending	September, 2011	6 and 7	Parent Sign- In Sheet	All
Schedule parent/teacher conferences	Teachers	Teachers	May, 2012	Conference Records	Number of Parents Attending	August, 2011 to May, 2012	6	Parent Sign- In Sheet	All
Focus on positive home/school relations	Baccus Elementary Staff	Baccus Elementary Staff	June, 2012	Survey	Survey Results	August, 2011 to May, 2012	6	Parent and Student Survey	All
Positive Behavior Support Training / Implementation	Baccus Elementary Staff	Training Materials and Time for the training	June, 2012	Sign In Sheets and Behavior Referrals	Number of Behavior Referrals	August, 2011 to May, 2012	1, 2, 4	Behavior Referrals and Rtl Behavior Students	All
Mentoring Programs: Academic Coaching, BEAM, Brandon's Hope	Baccus Elementary Staff	Mentoring program materials	May, 2012	Academic coaching folders, BEAM data, Brandon's Hope attendance	STAAR, Behavior Referrals	August, 2011 to May, 2012	1,2,	TAKS, Behavior Referrals and Rtl Behavior Data	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment;
2. Schoolwide reform strategies;
3. Instruction by highly qualified teachers;
4. Professional development;
5. Highly qualified teachers;
6. Parental Involvement;
7. Transition from early childhood programs;
8. Include teachers in the decisions;
9. Effective, timely additional assistance;
10. Coordination and integration

District Goal 2: Develop and implement procedures to enhance a positive school climate.									
Campus Goal: The staff at Nettie Baccus Elementary will create a positive school climate.									
Objective: Parents, students and community members will have a positive, safe and orderly experience at Baccus Elementary.									
Strategy: Develop plans and procedures to create a positive environment.									
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Baccus will be a user friendly campus with effective communication	Baccus Elementary Staff	Baccus Elementary Staff	June, 2012	Baccus Staff, Websites, Newsletters, Parent Nights, School Messenger, Marquee, Skyward	Surveys	August, 2011 to May, 2012	1,2,6	SS, FS, PS	All
Parents and community members will serve on the site based committee	Principal and Parents	Parents	May, 2012	Sign In Sheets	Record of Attendance	August, 2011 to May, 2012	6	FS and PS	All
Parents and community members will serve as student mentors	Principal and Mentor Coordinator	Parents and Community Members	May, 2012	Sign In Sheets	Student Survey	August, 2011 to May, 2012	6	SS	All
Parents will be given the opportunity to participate in the volunteer program	Principal and Volunteer Coordinator	Parents	May, 2012	Sign In Forms	Faculty Survey	August, 2011 to May, 2012	6	FS and PS	All
Parents and teachers will participate in PTO	Principal, Teachers and Parents	Parents and Teachers	May, 2012	PTO Minutes & Sign-in Sheets	Surveys	August, 2011 to May, 2012	6	FS	All
Parents and teachers will serve on the Title I Committee	Principal, Teachers and Parents	Parents and Teachers	May, 2012	Meeting Minutes and Sign-in Sheets	Surveys	August, 2011 to May, 2012	6	FS and PS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, PS - Parent Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

District Goal 2: Develop and implement procedures to enhance a positive school climate.									
Campus Goal: The staff at Nettie Baccus Elementary School will create a positive school climate.									
Objective: Parents, students and community members will have a positive, safe and orderly experience at Baccus Elementary.									
Strategy: Develop plans and procedures to create a positive environment.									
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Parents will complete a survey as part of the comprehensive needs assessment	Director of Public Information and Parents	Survey	March, 2012	Survey Results	Analysis of Results	March, 2011	6	Parent Survey	All
Safety Procedure Training & Implementation	Baccus Elementary Staff	Training Materials and Baccus Elementary Staff	June, 2012	Sign-in Sheets and Accident Records	Student Survey	August, 2011 to May, 2012	1	FS	All
Character Education Programs: Bucket Filling, Kelso's Choices	Teachers and Counselor	Resource Kits	May, 2012	Lesson Plans	FS and SS	August, 2011 to May, 2012	2	FS, SS, DR	All
Olweus Bullying Program	Counselor	Lesson Plans	May, 2012	Lesson Plans	FS and SS	August, 2011 to May, 2012	2	FS, SS, PS, DR	All
Participate in Red Ribbon Week	Counselor	Lesson Plans	October, 2011	Lesson Plans	FS and SS	August, 2011 to May, 2012	2	FS and SS	All
Peaceful School Buses	Counselor and Peaceful School Bus Committee	Training Materials	May, 2012	Sign-in Sheets and Bus Referral Records	Bus Referral Records	August, 2011 to May, 2012	2	FS, SS, PS, DR	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, PS - Parent Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

District Goal 2: Develop and implement procedures to enhance a positive school climate.									
Campus Goal: The staff at Baccus Elementary will create a positive school climate.									
Objective: Parents, students and community members will have a positive, safe and orderly experience at Baccus Elementary.									
Strategy: Develop plans and procedures to create a positive environment.									
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Baccus Elementary will reduce the number of discipline referrals by 50	Principal and Teachers	Discipline Referral Forms	May, 2012	Discipline Referrals	Reduced Number of Discipline Referrals	August, 2011 to May, 2012	2	DR	All
Terrific Kids and Super Citizens	Principal, Teachers and Counselor	Reward Celebration	May, 2012	Schedule of Events	Number of Student Participants	August, 2011 to May, 2012	9	FS and SS	All
Capturing Kids' Hearts	Teachers and Counselor	Capturing Kids' Hearts Materials and notebook	May, 2012	Lesson Plans	Teacher Observation	August, 2011 to May, 2012	9	FS and SS	All
Eric Jensen - Tools of Engagement Training & Implementation	Principal and Staff	Tools of Engagement Books	May, 2012	Sign in sheets and participation in training	STAAR, Discipline Referrals	August, 2011 to May, 2012	2,9	FS and SS	All
Awards Programs held each six weeks and the end of the year, honor roll perfect attendance	Principal, AP, Counselor, and Baccus Staff	PEIMS and teacher reports	May, 2012	Sign in sheets and attendance	Increase in number of awards given out to students	August, 2011 to May, 2012	2,9	FS and SS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

District Goal 3: Develop a fiscal plan that focuses on instruction while maintaining a viable fund balance.									
Campus Goal: The fiscal plan for Baccus Elementary will focus on instruction and a viable fund balance will be maintained.									
Objective: The budget for Baccus Elementary will provide adequate resources to meet all instructional needs.									
Strategy: The Campus Leadership Team will help develop a budget that will meet the instructional needs at Baccus Elementary.									
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Develop a budget for the 2012 - 2013 school year	Principal, AP, Campus Leadership Team	Budget Allocation	March, 2012	Completed Budget	Adequate Resources for Instructional Program	August, 2011 to May 2012	8	FS	All
Maintain appropriate and efficient expenditures for 2011-2012 school year	Principal and Secretary	Budget Allocation	June, 2012	Skyward Budget Reports	Adequate Resources for Instructional Program	August, 2011 to May 2012	8,10	Skyward Reports	All
Involve Campus Leadership Team and Baccus Elementary Staff in Budget Decisions	Principal, Site Based Committee and Staff Members	Budget Allocation	June, 2012	Meeting Minutes	Adequate Resources for Instructional Program	August, 2011 to May 2012	8,10	Skyward Reports	All
Monitor all expenditures	Principal and Secretary	Budget Allocation	June, 2012	Skyward Reports	Balanced Budget	July, 2011 to June, 2012	10	Skyward Reports	All
The budget will focus on instructional programs	Principal, Site Based Committee and Staff Members	Budget Allocation	June, 2012	Skyward Reports	Budget Expenditures	July, 2011 to June, 2012	10	Skyward Reports	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, PS - Parent Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment;
2. Schoolwide reform strategies;
3. Instruction by highly qualified teachers;
4. Professional development;
5. Highly qualified teachers;
6. Parental Involvement;
7. Transition from early childhood programs;
8. Include teachers in the decisions;
9. Effective, timely additional assistance;
10. Coordination and integration

District Goal 4: Recruit, develop and retain a well-qualified staff.									
Campus Goal: Baccus Elementary will only employ highly qualified teachers and provide training to teachers.									
Objective: The site-based team will interview highly qualified applicants and teachers will be provided professional development opportunities.									
Strategy: Only applicants who meet the criteria on School Recruiter will be scheduled for interviews and training will be planned.									
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Baccus Elementary will only interview highly qualified applicants.	Principal and Site Based Committee	School Recruiter	May, 2012	Applicants meet highly qualified criteria	Personnel Records	August, 2011 to June, 2012	3, 4 and 5	Human Resources Documentation	All
Provide effective instructional leadership	Principal and Assistant Principal	Campus Budget	June, 2012	Faculty Survey	STAAR	August, 2011 to June, 2012	2	FS	All
Summer Conference Instructional Training	Superintendent and Curriculum Director	District Budget	August, 2011	Sign In Forms	STAAR	August, 2011	2	FS	All
Horizontal and vertical team meetings	Principal and Teachers	Meeting Agenda	May, 2012	Meeting Agendas	Curriculum Coordination	August, 2011 to May, 2012	2	FS	All
Teachers will be competent in technology TEKS and the integration of technology into the	Technology Committee	Training Schedule	May, 2011	Meeting Agendas	PDAS	August, 2011 to May, 2012	4	Star Chart	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, PS - Parent Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment;
2. Schoolwide reform strategies;
3. Instruction by highly qualified teachers;
4. Professional development;
5. Highly qualified teachers;
6. Parental involvement;
7. Transition from early childhood programs;
8. Include teachers in the decisions;
9. Effective, timely additional assistance;
10. Coordination and integration

District Goal 5: Develop and implement an effective plan to ensure that all district departments and campuses follow the principles of servant leadership.									
Campus Goal: All Baccus Elementary staff members will follow the principles of servant leadership.									
Objective: All employees will follow the principles of servant leadership when dealing with students, parents and community members.									
Strategy: All employees will practice stewardship and maintain the respect of others.									
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Greet visitors with, "How may I help you?"	All Baccus Elementary Employees	Modeling	June, 2012	Observation	PS and SS	August, 2011 to June, 2012	9	PS and SS	All
Demonstrate an awareness of the needs of teachers, parents and students	Principal, Assistant Principal and Teachers	Modeling	June, 2012	Observation	PS and SS	August, 2011 to June, 2012	9	PS and SS	All
Practice good stewardship and maintain the trust of others	Principal, Assistant Principal and Teachers	Modeling	June, 2012	Observation	PS and SS	August, 2011 to June, 2012	9	PS and SS	All
Review campus improvement plan each six weeks	Principal and Assistant Principal	Campus Improvement Plan	June, 2012	Meeting Agenda	PS and SS	August, 2011 to June, 2012	9	PS and SS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, PS - Parent Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment;
2. Schoolwide reform strategies;
3. Instruction by highly qualified teachers;
4. Professional development;
5. Highly qualified teachers;
6. Parental Involvement;
7. Transition from early childhood programs;
8. Include teachers in the decisions;
9. Effective, timely additional assistance;
10. Coordination and integration

District Goal 6: Develop and implement an effective facilities improvement plan to address instructional needs in the district.									
Campus Goal: Baccus Elementary will develop and implement an effective facilities improvement plan to address instructional needs.									
Objective: The site based committee will assist in the development and implementation of an effective facilities improvement plan to address instruction.									
Strategy: Baccus Elementary facilities will be reviewed to determine if adequate to effectively address students' instructional and safety needs.									
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Request for maintenance service will address facility maintenance and repairs	Principal, AP, Head Custodian and Teachers	Maintenance Staff	June, 2012	Completed Work orders	Completion of Requested Repairs	August, 2011 to June, 2012	10	FS	All
The budget planning process will be used to address facility improvements	Principal, AP, Campus Leadership Team, Secretary	Campus Budget	June, 2012	Budget Process	Completion of Requested Repairs	August, 2011 to June, 2012	10	FS	All
Review facilities improvement plan each semester	Principal, AP, Head Custodian	District Facilities guidelines	June, 2012	Request for Maintenance	Request for Maintenance Completed	August, 2011 to June, 2012	10	FS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment;
2. Schoolwide reform strategies;
3. Instruction by highly qualified teachers;
4. Professional development;
5. Highly qualified teachers;
6. Parental Involvement;
7. Transition from early childhood programs;
8. Include teachers in the decisions;
9. Effective, timely additional assistance;
10. Coordination and integration

District Goal 7: Provide leadership/oversight to ensure the district meets all legal and regulatory requirements.									
Campus Goal: Establish procedures to ensure that Baccus Elementary meets all legal and regulatory requirements.									
Objective: Effectively communicate all legal and regulatory requirements.									
Strategy: Provide professional development for staff members so they will understand legal and regulatory requirements.									
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Review board policy when making decisions.	Principal and Assistant Principal	Board Policy	June, 2012	Decisions will be in compliance with School Board Policy	Implementation of School Board Policy	August, 2011 to June, 2012	10	FS	All
Communicate guidelines to staff members.	Principal and Assistant Principal	Board Policy	June, 2012	Decisions will be in compliance with School Board Policy	Implementation of School Board Policy	August, 2011 to June, 2012	10	FS	All
Implement regulations from TEA and other State Agencies	Principal and Assistant Principal	TEA Regulations and other State Regulations	June, 2012	Decisions will be in compliance with TEA and Other State Policies	Implementation of TEA Regulations and Other State Regulations	August, 2011 to June, 2012	10	GISD Department Compliance Monitoring	All
Student/Parent Handbook	Principal and Assistant Principal	Student/Parent Handbook	June, 2012	Decisions will be made within the guidelines of the Parent/Student Handbook	Decisions that deal with students	August, 2011 to June, 2012	10	FS and SS	All
Provide information to staff members to help them identify and report children who experience sexual abuse	Principal, Assisant Principal, Counselor and Teachers	House Bill 1041 - Jenna's Law	June, 2012	Meeting Agenda	Record of Reports to CPS	August, 2011 to June, 2012	10	Reports	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, PS - Parent Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

District Goal 8: Focus on student participation and extra-curricular activities.									
Campus Goal: Baccus Elementary students will be given opportunities to participate in extra-curricular activities.									
Objective: 100 % of Baccus Elementary students will be given an opportunity to participate in extra-curricular activities.									
Strategy: Students: Students will be encouraged to participate in extra-curricular activities by staff members.									
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
All students will participate, produce and perform in grade level music programs.	Music Teacher	Music Equipment and Supplies	June, 2012	Schedule of Events	Student Participation	August, 2011 to June, 2012	10	SS	All
All students will participate in Physical Education Field Day	PE Teachers	Physical Education Equipment	June, 2012	Schedule of Events	Student Participation	August, 2011 to June, 2012	10	SS	All
Students will be given an opportunity to serve on Student Council	Student Council Sponsor	None	June, 2012	Schedule of Events	Student Participation	August, 2011 to June, 2012	10	SS	All
Students will be given the opportunity to participate in Turkey Trot and Baccus Carnival	Principal, AP, Teachers, PTO	None	June, 2012	Schedule of Events	Student Participation	August, 2011 to June, 2012	6, 10	SS	All
All students will participate in at least one fieldtrip during the school year	PTO, Principal, Teachers and Parents	Admissions Fees and Transportation Expenses	June, 2012	Schedule of Events	Student Participation	August, 2011 to June, 2012	6, 10	SS	All
All students will participate in the Fuel Up to Play 60 program to promote good nutrition and physical activity	Principal, AP, Teachers, PTO, Child Nutrition Director	Fuel Up to Play Materials	June, 2012	Schedule of Events	Student Participation	August, 2011 to June, 2012	6, 10	SS and FS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ELL - English Language Learners, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

Nettie Baccus Elementary Campus Improvement Plan

Campus Mission Statement:

Quality Implementation of the TEKS Every Day, in Every Classroom, for Every Student

Granbury Independent School District Mission Statement:

Building Successful Futures Through Academic Excellence and Character Development