

Granbury Independent School District

Baccus Elementary School

2013-2014 Campus Improvement Plan

Accountability Rating: Met Standard



Targeting our Future

Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Core Beliefs

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.

We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

**Nettie Baccus Elementary
Comprehensive Needs Assessment
2013-2014**

Demographics

Nettie Baccus Elementary averaged 518 students during the 2012-2013 school year. 70% (364) of the students qualified for free or reduced price meals. 24% (124) of the students are hispanic; 17% (88) students American Indian or Alaskan Native; 1.35% (7) are black; 81% (421) students are white; 9.7% (50) students qualify as Limited English Proficient; 40% (203) students were identified as at-risk; 15% (80) students qualify for Special Education; 8.8% (46) of the students qualify as Gifted and Talented.

Student Achievement

Student performance is evaluated, by sub-population, on state assessments, district assessments and timely interventions processes.

The percent of students passing the 2012-2013 STAAR tests are listed below.

3rd Grade Reading - 65
3rd Grade Math - 55
4th Grade Writing - 54
4th Grade Reading - 68
4th Grade Math - 49
5th Grade Reading - 78
5th Grade Math - 78
5th Grade Science - 78

Target areas identified: Math, Reading, Writing and Science are all target areas under the new STAAR assessment program. A focus will continue on our LEP and ECD students.

Quantitative data will continue to be used to identify individual student needs. At-risk assessments are administered at the beginning of the school year for student identification. At-Risk students are monitored through the RtI process. In 2012-2013, 146 students received intervention in reading. 127 students received intervention in math. 13 students received writing intervention. 48 students received behavior interventions. These interventions were given by classroom teachers, math and reading and literacy specialists, and certified tutors. 108 students also received after school tutoring administered by teachers, tutors, curriculum specialists. Kindergarten – 5th grade students received iStation assessments with interventions, as needed, in reading taught by their homeroom teachers. The literacy specialist worked with students needing reading and writing interventions.

In 2013-2014, each teacher will continue to maintain a data sheet for their class. The data sheet will list the information that is needed to begin the intervention process. A copy of the data sheet will be updated throughout the year. The Response to Intervention (RTI)

process and information on the data sheets will be used to identify student needs in a timely manner.

ELL student achievement will also be monitored through the RtI process with specific language objectives and vocabulary strategies used in all classrooms. ELL students will receive specialized instruction from our district interpreters targeting vocabulary and English language proficiency. GT students will be targeted with specific projects listed in the curriculum documents to address their needs. Goals will be set with teachers for GT student achievement tied to state and local assessments. GT students will be offered after-school projects to advance their knowledge in technology application with the TEKS. They will also be offered additional field experiences to support the projects. Special Education student achievement will be monitored through appropriate qualitative and quantitative data. IEPs will drive their instructional programs and appropriate testing. Homeless students will be provided with free breakfast and lunch, school supplies, counseling services, and tutoring as needed. These students will also be supported with any clothes or shoes they may need as well.

Curriculum, Instruction and Assessment

The curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS).

STAAR, TAKS, TEMI, Benchmarks, Voyager Assessments, iStation, DRA and LLI and common district assessments will be used to evaluate instructional effectiveness and student progress. Identified low performing students are referred for Response to Intervention (RTI) process.

A variety of curriculum materials are used to teach the TEKS. TEKSing Toward STAAR, Motivation Math, Reading, and Writing, Triumph Learning for Science, Voyager, Heineman Comprehension and Fluency, Journeys in Reading, Envision Math, Investigations in Math, Scott Foresman Science and Social Studies, Novels, and Empowering Writers are some of the materials used teach the TEKS. Project Based Learning will be in the beginning stages of training and implementation. Baccus will have 5 trained teachers for the 2013-2014 year. More teachers will be trained in subsequent years.

All students receive instruction in the computer lab each week. Each classroom has four-five student computers. The classrooms also have a DLP projector and Smart boards. I pads and Slates are available for the teacher to checkout for students in the library.

Staff Quality, Recruitment and Retention

All teachers and paraprofessionals are highly qualified. The GISD Human Resources department determines that applicants are highly qualified before they are allowed to interview for employment. Teachers and paraprofessionals attend Summer Conference. Participation in Summer Conference is mandatory. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills

(TEKS). Training is also provided for new textbook adoptions. Teachers are always given an opportunity to participate in collaborative groups. Written evaluations are used to improve the conference for the next school year.

Professional development will be provided to help teachers implement instructional strategies that are effective with at-risk students including Hispanic, ELL, special education and economically disadvantaged students.

All teachers on each grade level have a fifty minute planning period at the same time. The common planning period allows them to meet and collaborate during the school day. Common planning time across grade levels is scheduled on days the students are not in attendance.

Family and Community Involvement

A parent survey was conducted in May of the 2012-2013 school year. 150 parent surveys were returned and tallied. The results were analyzed by the Campus Leadership Team (CLT) on May 30, 2013. A teacher survey was also conducted in May 2013. 26 teacher surveys were returned and tallied. The results were also analyzed by the CLT on May 30, 2013. Areas to target for the 2013-2014 school year are as follows:

Bullying continues to be a concern from the parents. The campus will work on continuing to inform parents and students what defines bullying. Rachel's Challenge will continue to be implemented stressing kindness and compassion. More information will be shared with parents and students on ways to report bullying. More education will be provided to students in regards to the importance of not harassing or bullying other people.

A few parents reported not feeling like the campus discusses issues with them before making decisions. The campus will work on communication with parents about upcoming CLT meetings and Parent Teacher Organization meetings. The campus will seek more parent input about decisions.

Student respect is a target area identified in both the parent and teacher surveys. The counselor will use the 6 Pillars of Character; as well as, Rachel's Challenge to provide lessons on respect.

Teachers send progress reports and report cards home to keep parents/guardians informed. Parents can also look at their students grades at anytime online using Skyward Family Access.

The BEAM mentoring program will continue to be used to pair students and community members with at-risk students. The mentors will meet with their assigned student once each week. Title 1 funds will be used to help facilitate this program.

Parent volunteers are utilized throughout the school. Just a few of the many ways parents can volunteer include the following:

Classroom volunteer
Reading/Math/Science volunteer tutor
Join PTO
Share career experiences with students
Fieldtrip chaperone
Attend student performances
Attend grade level parent information meetings
Attend school picnic
Parent teacher conferences
Fun Run
Health & Safety Fair
School-wide Carnival
Book Fairs / Family Reading Nights
Miler's Club

The PTO, Site Based Committee and Title I School Support Team all give parents and community members an opportunity to be involved in decision making.

We will continue to have parent education nights throughout the school year. We will specifically target information about bullying, character education, and effective study habits, technology, and nutrition/healthy habits.

Parent information is shared via the GISD website, notes sent home, monthly newsletters, and the School Messenger phone service.

School Context and Organization

District Vision – Quality implementation of the TEKS every day, in every classroom, for every student.

School Mission – The mission of Nettie Baccus Elementary School is to empower life-long learners to achieve their potential and become productive citizens.

Staff members are involved in decision making by serving on the Campus Leadership Team or Title I School Support Team. The school budget is developed with the assistance of the Campus Leadership Team. The Title I budget is developed by central office personnel. Teachers give input through a staff survey, grade level meetings, and CLT meetings regarding funding needs.

The school staff is committed to increasing the academic achievement of all subgroups. Response to Intervention (RTI) is a collaborative process. RTI will be the process that will be used to identify students who aren't making adequate progress. Data sheets will also be used to identify students who are at risk. Timely interventions will be implemented once students are identified.

The school operates with one written plan which is the Campus Improvement Plan. Each grade level leader helps develop the plan. All teachers have an opportunity to contribute by collaborating with their grade level leader, as well as the grade level meetings.

The State of Texas Assessments of Academic Readiness (STAAR) will be administered in third, fourth and fifth grade. Benchmarks and Common Assessments are administered to all grades. The Texas Early Math Inventory is administered in kindergarten, first and second grade. Voyager Math assessments are administered in third, fourth and fifth grades. Istation reading assessments and LLI reading assessments are administered throughout Grades K-5. These are all quantitative data sources.

School Culture and Climate

School culture is facilitated through teacher collaboration and parent involvement. TEAM Baccus is the theme to communicate a collaborate effort is required by all campus stakeholders. T is for teamwork. E is for excellence. A is for attitude. M is for manners. Each of these characteristics represents the type of culture that is expected. Teachers and administration work together closely to foster a positive school environment driven by high teacher expectations. Failure is not an option. The staff takes a Whatever it Takes philosophy to help students be successful. Teachers are included in campus decision making and professional learning communities are utilized to support the school mission.

Parent and staff surveys will be administered to evaluate school culture and climate in the 2013-2014 school year.

Campus Leadership Team

The Campus Leadership Team (CLT) will oversee the needs assessment process, lead the staff in developing plans and conduct or oversee the program's annual evaluation. The CLT includes a teacher from each grade level, assistant principal and principal. A representative from the PTO and the community will also serve on the CLT.

Campus Improvement Plan

The Campus Improvement Plan is developed by the principal, assistant principal, and the CLT. The analysis of quantitative and qualitative data results in the development of goals and plans that support all students in reaching proficiency in academic content areas. The plan includes strategies at the classroom level as well as strategies at the school and district levels targeted to achieve specified school and district goals. The plan includes activities necessary to fully implement the strategies needed for addressing student learning.

Technology

The teachers are all provided a laptop computer. Four - five student computers are available in each classroom. The school has a computer lab and each class is scheduled to use the lab once each week. A total of 115 computers, 27 netbooks, 47 portable media center, 105 thin clients, and 32 interactive whiteboards are utilized. Each teacher has an LCD projector and a Smartboard. Most Smartboards have a dedicated computer. Istation, Study Island, AR, STAR, Reading Eggs, Voyager and Starfall are utilized on the campus.

Evaluation of Plans and Strategies

Common assessments and benchmarks will be used to evaluate student achievement on a regular basis to ensure that the interventions/strategies are having the intended impact on the skills, knowledge and behavior of students and adults. The reading, math, writing and science STAAR test will be given in grades three, four and five. The Texas Early Mathematics Inventory will be used in kindergarten, first and second grade. Istation assessments will be given to all students in grades K-5 for reading.

A staff and parent/community survey will be conducted again in April, 2014. A teacher survey will also be conducted at that time. The results of the quantitative and qualitative data will be used to measure how successful the school has been in addressing identified needs and meeting the goals of the Campus Improvement Plan.

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Develop and implement procedures to enhance a positive school climate.

Summative Evaluation: Parent & student feedback and participation rates.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr
1) Implement Rachel's Challenge Activities through-out the school year	2, 6	Rachel's Challenge Committee, Principal, Vice Principal, Counselor, & Teachers	RC Kick-Off & Community Event, Chain Links			
Funding Sources: Local (199) - \$150.00						
2) Provide monthly activities (Family Nights, Safety Fair, Carnival, or Music Programs) for all Baccus students & families	2, 6	Principal, Vice Principal, & Classroom Teachers	Sign-In Sheets, Parent Communication, School Calendar			
Funding Sources: Title I (211) - \$1000.00, Local (199) - \$800.00						
3) Arrange for Title I parent orientation meeting to provide information about Involvement, Parent Notification, Participation, etc.	6	Principal, Teachers	Parent Communication, Sign-In Sheets, Agenda, Campus Calendar			
Funding Sources: Title I (211) - \$200.00						
4) Provide Kindergarten Round Up for guardians to enroll students in Kindergarten	6, 7	Office Staff, GISD Public Information Officer	Public announcements, Kindergarten enrollment			
5) Incorporate customer care strategies with all visitors and students	6	Office Staff	Parent Feedback			
6) Provide staff training on bullying awareness, prevention and procedures.	6	Principal, AP, Counselor	Sign-in sheets, Agendas			
7) Create school unity through daily morning assembly with school songs & announcements	1, 2, 6	Principal	Morning Assembly, Student Participation, Observation, Daily Schedule, Announcement of Student Birthdays & Class with Best Weekly Attendance			
= Discontinue = No Progress = Some Progress = Accomplished						

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Provide opportunities for parent and community service

Summative Evaluation: Volunteer Hours documented in Raptor

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr
1) Enlist volunteers through a Parent Teacher Organization (PTO)	6, 10	Principal, PTO Staff Members	Agendas, Sing-In Sheets, Raptor Logs			
2) BEAM Mentor Program	6, 10	BEAM Coordinator	Sign-In Logs			
Funding Sources: Title I (211) - \$1500.00						
3) Partner with community organizations and businesses for student education & recognition	2, 10	Principal & Office Staff	Kiwanis Super Citizens & Terrific Kids Rosters/List, Certificates, Parent Notification, Kia Van Griffith Kia (Red Ribbon Week), VFD Fire Safety Week, Granbury Education Foundation, Brookshire (donations for Family Nights), H-E-B donations, Speaker's Bureau			
= Discontinue = No Progress = Some Progress = Accomplished						

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Implement Project Based Learning

Summative Evaluation: 25% of teachers will be trained & implementing Project Based Learning

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Attend 3 day PBL teacher training from the Buck Institute	2, 4, 8	Early Adopter Teacher Cohort, GISD Curriculum/Technology Coordinators	Certificates				
2) Administrators attend PBL Lead training from the Buck Institute	2, 4, 8	Principal, Vice Principal	Certificates				
3) Each trained staff member will develop and implement one PBL project per semester	2, 4	Early Adopter Teachers, Principal, CBP Staff	Project Overview, presentations				
4) Enlist additional teachers to attend Project Based Learning second cohort group in the summer of 2014	2, 4	Curriculum Director, Principal, & Teachers	PBL Certificate & Sign In Sheets				
<p> = Discontinue = No Progress = Some Progress = Considerable = Accomplished</p>							

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Improve student performance according to state standards, including subgroups in all academic areas






Summative Evaluation: Increased STAAR scores

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr June
1) All instructional staff will participate in the CARA process to identify areas of needed growth based on common assessment & benchmark data	1, 2, 3, 8, 9	Principal, Curriculum Specialist	CARA process, meeting notes, action plan, calendar, teacher data sheets			
2) Provide supplemental interventions to support student success	1, 2, 3, 8, 9, 10	Reading and Math Specialists and Tutors	Intervention documentation & Increase STAAR percentage scores at Phase-in 1 Level II or above for students in... All Subjects from 70% to 75% Reading from 79% to 80% Mathematics from 64% to 70% Writing from 57% to 65% Science from 78% to 80%			
Funding Sources: Title I (211) - \$5200.00, Local (199) - \$6000.00						
3) Provide enrichment opportunities for identified gifted and talented students	1, 2, 3, 8, 9, 10	Tutors	Schedules & student products; Increase STAAR percentage scores at Level III Advanced for all student in... All Subjects from 10% to 15% Reading from 17% to 25% Mathematics from 6% to 15% Writing from 1% to 5% Science from 13% to 20%			
Funding Sources: Local (199) - \$1500.00						
= Discontinue = No Progress = Some Progress = Considerable = Accomplished						

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Improve college readiness performance

Summative Evaluation: Increase number of project based learning projects

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr
1) Implement 21st century skills (creativity, communication, critical thinking, collaboration, & communication) in all classrooms	1, 2, 3, 9	Classroom Teachers & Specialist	Increased percentage of students meeting level 3 on state assessments, Walk through data, lesson plans			
<p> = Discontinue  = No Progress  = Some Progress  = Accomplished</p>						

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Provide flexible opportunities for students that are at-risk of dropping out or not completing







Summative Evaluation: Student survey
Increase STAAR passing rate of at-risk students

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implementation of supplemental instruction for RI & LEP students.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Intervention Specialists, Tutors	Lesson Plans, Tutor Schedules, Intervention Documentation				
Funding Sources: Title I (211) - \$5200.00							
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance.	1, 2, 6, 8, 9	Principal, AP, Teachers, Office Staff	Improved attendance of those targeted. Increased number of perfect attendance awards. Award attendance wreath to class with best attendance in school-wide assembly				
3) Provide opportunities for fifth grade students to visit GHS CTE departments	1, 2, 6, 8, 9	CTE Director, Principal, and 5th grade teachers	Surveys, lesson plans, students schedules & products				
4) Provide opportunities for students to learn about a variety of careers and importance of education/school for different careers		Counselor	School Career Fair, Schedule/agenda, sign-in sheets or Raptor log of guests				
5) Expose student to high-tech fields of study with a Science Technology Engineering & Math (STEM) state-of-the-art hands-on museum	1, 2, 6, 9	Principal & Teachers	Schedule/calendar, Surveys, Lesson Plans				
Funding Sources: Title I (211) - \$995.00							
= Discontinue = No Progress = Some Progress = Accomplished							

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: Students will participate in coordinated school health activities








Summative Evaluation: 100% Fitness Gram Participation

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr June
1) Students in grades 3-5 will participate in the state fitness assessment.(Fitness Gram)		PE Teacher	Fitness Gram Report			
2) Students in 5th grade will have the opportunity to view and discuss the "growing-up" video selected by the district Student Health Advisory Committee. (SHAC)		Principal, Nurse, PE Teacher	Parent Notification, School Calendar, Lesson Plans			
<p> = Discontinue  = No Progress  = Some Progress  = Accomplished</p>						

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 1: Provide technology professional development to support instruction

Summative Evaluation: Teacher feedback, participation & Eduphoria certificates

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr June
1) Technology trainings for Teachers		Principal, Campus, GISD Technology Department	School Calendar, Agendas, Documented Classroom Technology Activities			
2) Teachers will attend GISD technology department's summer and after school workshops. Teachers will evaluate their personal strengths and weaknesses and select courses that will benefit their individual classrooms.		Principal, GISD Technology Department	Sign-in sheets, lesson plans, STAAR Chart, PDAS			
<p> = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished</p>						

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 2: Ensure students demonstrate responsible digital citizenship

Summative Evaluation: Training of all students by school counselor






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr June
1) Students will receive annual cyber safety training using GISD Technology Department	1, 2, 3, 4, 10	Principal, Librarian, and assigned staff	Librarian log, reduced number of offenses related to technology and campus cyber attestation forms.			
2) Teachers will monitor students while on computers & in the computer lab.	1, 2, 3, 4, 10	Classroom Teacher	Computer lab schedule, observation, student computer logs/records			
= Discontinue = No Progress = Some Progress = Considerable = Accomplished						

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 3: Expose students to a variety of digital tools and software

Summative Evaluation: Student and teacher feedback

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will use a variety of technology tools to improve student performance. (Examples: classroom computers, hand held devices, projection systems, document stations, interactive whiteboards, flip cameras.)	1, 2, 9	Principal, Librarian, GISD Technology Committee	Classroom walk-throughs, PDAS, 5th grade robots & media creations	✓			
2) Teachers will use a variety of software applications to improve student performance. (Examples: Brain Pop, iStation, Think Through Math, Study Island, Imagine Learning)	1, 2, 9	Principal, Librarian, GISD Technology Department	Usage Reports, Teacher Specialists Intervention Documentation Reports, State Assessment Data-TELPAS/STAAR	✓			

 = Discontinue
 = No Progress
 = Some Progress
 = Considerable
 = Accomplished

Goal 4: We will commit to the continuous evaluation and improvement of campus safety in order to provide an optimal learning environments for all stakeholders.

Performance Objective 1: The campus leadership team will develop and maintain an effective facilities and safety plan.

Summative Evaluation: Participation in all safety training topics and drills

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr June
1) Conduct regular campus facility inspections (using GISD safety checklist)	1, 2, 10	Principal/AP, Lead Custodial, Secretary	Completed Monthly Inspection Report, Timely submission of campus work orders			
2) Campus state and local safety trainings including: * 10 GISD Required Trainings *Student Drills (Fire, Tornado, Nuclear, Lock-down, Bus Evac) *Science Lab Safety	1, 2, 4, 10	Principal/AP, Teachers, Transportation Department	State and local completion reports			
3) Implement Standard Operating Procedures (SOPs) including release procedures (identification for pick-up students & teachers escorting all students to specific bus each day).	1, 2, 6	Principal, AP, Teachers, Staff	Lesson Plans, daily teacher PM logs, BES Handbook			
4) Timely submission of campus work orders.	1, 2, 6, 10	Principal, AP, Secretary, Lead Custodian	Eduphoria Reports			
= Discontinue = No Progress = Some Progress = Considerable = Accomplished						

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Implement flexible scheduling






Summative Evaluation: School calendar

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr June
1) Provide student opportunities for participation in enrichment/intervention classes	1, 2, 3, 9, 10	Principal, AP, Rtl Aide, Teachers	Intervention schedule, lesson plans, school calendar (early release days)			
2) Create time for campus planning, teacher collaboration and training with student early release days at the end of each grading period	1, 2, 4, 8	Principal, CLT	Agendas, School Calendar, Sign-in Sheets			
<p> = Discontinue = No Progress = Some Progress = Considerable = Accomplished</p>						

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: Utilize Campus Leadership Team (CLT) to determine and evaluate professional development needs of the campus.

Summative Evaluation: CLT agendas

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr June
1) Principal and CLT will meet on a regular basis to discuss professional development needs.	1, 2, 3, 4, 6, 8	Principal, CLT Members	Meeting Agendas, Sign-in Sheets			
<p>X = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished</p>						

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Maintain a comprehensive list of available resources










Summative Evaluation: Parent feedback & review of list

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	Apr June
1) Direct families needing assistance to resources within the district and community		Counselor & Vice Principal	Comprehensive list of known resources and services.			
2) Establish procedures and train all staff members on referral process for families in need of assistance	1, 2, 4, 6, 10	Principal, AP Counselor, Nurse	Documentation of SOPs, resource list, agendas, sign-in sheets			

= Discontinue
 = No Progress
 = Some Progress
 = Considerable
 = Accomplished

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.
Performance Objective 2: Utilize Speaker's Bureau

Summative Evaluation: Increase speaker from Bureau, evidence in lesson plans

Strategy Description	TITLE 1	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr June	
1) Teachers utilize Speaker's Bureau to bring "real world" community members into the classrooms to enhance academic learning.		Principal, AP, Teachers	Lesson Plans, Raptor Sign-in Log, Pictures				
<p> = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished</p>							

State Compensatory

Budget for Baccus Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6118 00 105 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$7,940.00
199 E 11 6141 00 105 0 24 000	6141 Social Security/Medicare	\$115.00
199 E 11 6143 00 105 0 24 000	6143 Workers' Compensation	\$89.00
199 E 11 6145 00 105 0 24 000	6145 Unemployment Compensation	\$16.00
	6100 Subtotal:	\$8,160.00
6300 Supplies and Services		
199 E 11 6395 00 105 0 34 000	6395 Supplies, DP Operations - Locally Defined	\$500.00
	6300 Subtotal:	\$500.00

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
George Robinson	Math Specialist	Title I	100%
Suzan Watson	Reading Specialist	Title I	100%