

**Granbury Independent School District
Baccus Elementary School
2014-2015 Campus Improvement Plan**



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.

TEXAS EDUCATION AGENCY
2014 Accountability Summary
NETTIE BACCUS EL (111901105) - GRANBURY ISD

Accountability Rating

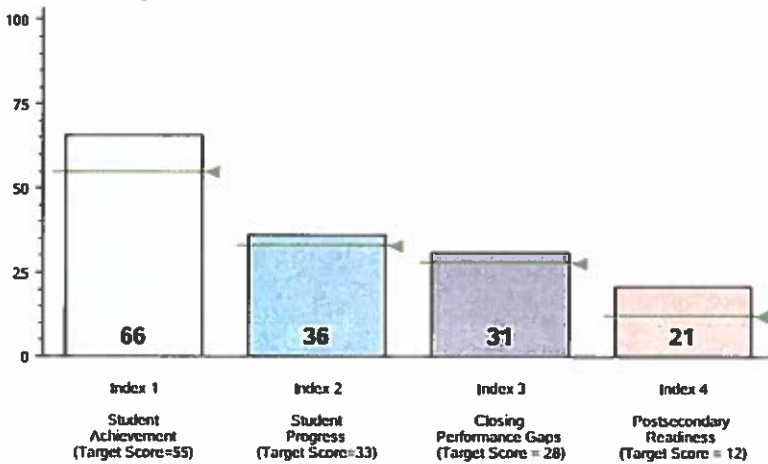
Met Standard

<p>Met Standards on</p> <ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<p>Did Not Meet Standards on</p> <p>- NONE</p>
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Distinction Designation

<p>Academic Achievement in Reading/ELA</p> <p>NO DISTINCTION EARNED</p>
<p>Academic Achievement in Mathematics</p> <p>NO DISTINCTION EARNED</p>
<p>Academic Achievement in Science</p> <p>NO DISTINCTION EARNED</p>
<p>Academic Achievement in Social Studies</p> <p>NOT ELIGIBLE</p>
<p>Top 25 Percent Student Progress</p> <p>NO DISTINCTION EARNED</p>
<p>Top 25 Percent Closing Performance Gaps</p> <p>NO DISTINCTION EARNED</p>
<p>Postsecondary Readiness</p> <p>NO DISTINCTION EARNED</p>

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	544 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	71.9%
Percent English Language Learners	7.7%
Mobility Rate	24.9%

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	415	629	66
2 - Student Progress	580	1,600	36
3 - Closing Performance Gaps	432	1,400	31
4 - Postsecondary Readiness			
STAAR Score	21.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		21

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	12 out of 17 = 71%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
Total	22 out of 27 = 81%

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

Comprehensive Needs Assessment

Demographics

Demographics Summary

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 Achievement Summary

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 - 73

3rd Grade Math - 53

4th Grade Reading - 73

4th Grade Math - 51

4th Grade Writing - 57

5th Grade Reading - 81

5th Grade Math - 77

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 or tutors. 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.

School Culture and Climate

School Culture and Climate Summary

School culture is facilitated through teacher collaboration and parent involvement. 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.

The school has adopted the theme "Why fit in when you were born to stand out?" to encourage individuality among students in the 2014-2015 school year.

Parent and staff surveys will be administered to evaluate school culture and climate in the 2014-2015 school year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

STAAR, TEMI, Benchmarks, 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. Motivation Math, Reading, and Writing, Triumph Learning for Science, Voyager, Heineman Comprehension and Fluency, Journeys in Reading, Houghton Mifflin Harcourt Go Math, Investigations in Math, Scott Foresman Social Studies, Houghton Mifflin Harcourt Science Fusion, 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.

All students receive instruction in the computer lab each week. Each classroom has four-five student computers. The classrooms also have a DLP projector, Smart boards, teachers stations including document cameras and docking stations, and sound systems including an amplifying microphone with speakers. Ipad and Slates are available for the teacher to checkout for students in the library.

Family and Community Involvement

Family and Community Involvement Summary

A parent survey was conducted in May of the 2014-2015 school year. 150 parent surveys were returned and tallied. The results were analyzed by the Campus Leadership Team (CLT) on May 30, 2014. A teacher survey was also conducted in May 2014. 38 teacher surveys were returned and tallied. The results were also analyzed by the CLT on May 30, 2014. Areas to target for the 2014-2015 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 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 parent information meetings

Parent teacher conferences

Turkey Trot/Bunny Hop Student Run

Health & Safety Fair

School-wide Carnival/Festival

Book Fairs / Family Reading Nights

Miler's Club

Baccus Garden

BEAM Volunteer Mentor Program

Smiling Dads

Watch DOGS

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 and app, notes sent home, monthly newsletters, and the School Messenger phone service.

School Context and Organization

School Context and Organization Summary

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. Study Island Math assessments are administered in third, fourth and fifth grades. Istation reading assessments are administered throughout Grades K-5. TELPAS data is gathered and analyzed for English Language Learners. These are all quantitative data sources.

Technology

Technology Summary

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, Smartboard, teacher station, and sound system. Most Smartboards have a dedicated computer. Istation, Study Island, AR, STAR, Reading Eggs, Voyager WeatherBug, Lego Robots, and Imagine Learning are utilized on the campus.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, 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

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

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data
- PDAS data

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices





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	June
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 opportunities outside of school (Family Nights at local businesses, Carnival, or Music Programs) for all Baccus students & families	2, 6	Principal, Vice Principal, & Classroom Teachers	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				

8) Continue Watch DOGS (Dads of Great Students) and Smiling Dads to increase positive male role models on campus	1, 6	Office Staff	Visitor Log & Parent Feedback				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

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	June
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/parent 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, Positive Promotions materials at Health Fair				
Funding Sources: Title I (211) - \$2500.00							
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

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: 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
<p>System Safeguard Strategies 1) Provide supplemental interventions to support student success through campus-wide Baccus Break Out Times</p>	1, 2, 3, 8, 9, 10	Classroom Teachers, Instructional Specialists, and Tutors	Schedules, Intervention documentation & Increased common assessments & STAAR percentage scores				
Funding Sources: Title I (211) - \$5200.00, Local (199) - \$6000.00							
<p>System Safeguard Strategies 2) All math instructional staff will participate in Math Task Force Training to address math weakness, study math TEKS & the math STAAR tests each six weeks</p>	1, 3, 4, 8, 9, 10	Principal, Instructional Specialist, Math Teachers	Math scores on common assessments, STAAR, computer programs, etc.				
<p>System Safeguard Strategies 3) Provide a variety of academic resources to support student understanding and mastery of TEKS (workshops & materials such as Greg Tang/Creative Mathematics, Kim Sutton, Measuring Up, Positive Promotions, Motivation Math/Reading, Empowering Writers, etc)</p>	1, 2, 3, 8, 9, 10	Classroom teachers and tutors	Students understanding of TEKS Assessments including classroom, district, and state				
Funding Sources: Title I (211) - \$2500.00							
<p>System Safeguard Strategies 4) Instructional staff will attend: - Bi-weekly academic planning meetings on campus - After-school professional learning community meetings at the curriculum department to analyze TEKS, look at data/patterns, & discuss implementation</p>	1, 2, 3, 4	Instructional Specialist, curriculum department personnel, classroom teachers	Lesson plans, observation of classes and lessons, test scores				
<p>System Safeguard Strategies 5) Students will be exposed to vocabulary words through a variety of strategies (such as school-wide Word of the Week, word walls in classrooms, modeling, rewards, etc.)</p>	1, 2, 3, 4, 9	Principal, Instructional Specialist, Teachers	Observation of student conversations, assessments (common assessments, STAAR, iStation, etc.)				
Funding Sources: ESL/Bilingual (25) - \$1500.00							
<p>System Safeguard Strategies 6) All instructional staff will participate in the CARA process to identify areas of needed growth based on common assessment & benchmark data</p>	1, 2, 3, 8, 9	Principal, Curriculum Specialist	CARA process, meeting notes, action plan, calendar, teacher data sheets				

<p>System Safeguard Strategies 7) Provide enrichment opportunities for identified gifted and talented students and mentor program for at-risk students</p>	<p>1, 2, 3, 8, 9, 10</p>	<p>Tutors & teachers</p>	<p>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% Baccus Break OUt Schedule</p>				
<p>Funding Sources: Title I (211) - \$1500.00, Gifted (21) - \$3000.00</p>							

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

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: 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 RtI & 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							
System Safeguard Strategies 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	Library/Counselor Schedule/agenda, sign-in sheets or Raptor log of guests, Speaker's Bureau				
System Safeguard Strategies 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							
6) Enrich second and third grade curriculum with Chess		2nd & 3rd grade teachers	Chess Program, Schedules, Surveys				
System Safeguard Strategies 7) Provide opportunities for real-life learning experiences through assemblies, field trips, guest speakers, exhibits, etc.	1, 2, 6, 9, 10	Principal, Vice Principal, Counselor, Teachers	Calendar, lesson plans, student feedback				
System Safeguard Strategies 8) Provide dyslexic specialist to work with struggling learners on reading strategies	1, 3, 4, 9, 10	Lorna Cockerham, Dyslexic Specialist	Student Performance Rates (Common assessments, STAAR, iStation, etc.)				

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

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: 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	2, 4	Curriculum Director, Principal, & Teachers	PBL Certificate & Sign In Sheets				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

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: 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	June
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				
2) All students in second and third grades will participate in the First Move Chess Program.	1, 2, 3, 9	Classroom Teachers	Increased performance on common assessments, benchmarks and STAAR data, lesson plans, classroom walkthrough data				
3) Provide G/T Enrichment for all students every Friday during scheduled time	1, 3, 9	G/T Tutor	Student projects, increased performance on district & state assessments, lesson plans, walk-through data				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

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				
3) All first grade students will participate in dental health program with local, dental office & charity.		1st Grade Teachers	School Calendar & Lesson Plans				
4) All students will participate in school activities promoting healthy life-styles (Red Ribbon Week & Field Day)		PE Teacher & School Counselor	Field Day Agenda & Lesson Plans				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

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

Performance Objective 1: Provide technology professional development to support instruction.


Summative Evaluation: 100% of Baccus teachers will attend scheduled technology trainings.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Six weeks technology trainings for teachers	4	Principal & Campus Technology Staff	School Calendar, Agendas, Documented Classroom Technology Activities				
							

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





Performance Objective 2: Ensure students demonstrate responsible digital citizenship.

Summative Evaluation: 100% of Baccus students will be trained in cyber safety training by the end of the first six-weeks of school.

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's curriculum	10	Principal, Librarian, GISD Technology Department	Reduced number of offenses related to student technology				
							

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





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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will use technology tools to improve student performance such as classrom computers, LCD projectors, document cameras, interactive whiteboards, flip cameras, tablets, classroom audio/speakers, and hand held devices.	1, 2, 9	Principal, Instructional Specialist, Librarian, GISD Technology DEpartment	STAR Chart, Snapshot Data, PDAS				
2) Students will use software such as Think Through Math, iStation, Study Island, Reading Eggs, Brain Pop, AR, Reading Express, and Imagine Learning to improve student performance.	2, 9	Principal, Instructional Specialist, Librarian, GISD Technology Department	Software Usage REports & State Assessment Data				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

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

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, RtI 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				
							

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

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 1	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				
							

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

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	\$21,580.00
6100 Subtotal:		\$21,580.00
6300 Supplies and Services		
199 e 11 6395 00 106 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>
Patti Collier	Instructional Specialist	Title I	100%