

**Granbury Independent School District  
Baccus Elementary School  
2015-2016 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.

## **Nettie Baccus Elementary Comprehensive Needs Assessment 2015-2016**

### ***Demographics***

Nettie Baccus Elementary averaged 550 students during the 2014-2015 school year. 75% of the students qualified for free or reduced price meals. Approximately 24% of the students are Hispanic; 17% American Indian or Alaskan Native; <2% black; 81% students are white; 9% students qualify as Limited English Proficient; 45% students were identified as at-risk; 14% students qualify for Special Education; 9% 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 2014-2015 STAAR tests are listed below.

3<sup>rd</sup> Grade Reading -  
3<sup>rd</sup> Grade Math – N/A due to new TEKS & no passing rate set  
4<sup>th</sup> Grade Writing -  
4<sup>th</sup> Grade Reading -  
4<sup>th</sup> Grade Math - N/A due to new TEKS & no passing rate set  
5<sup>th</sup> Grade Reading -  
5<sup>th</sup> Grade Math - N/A due to new TEKS & no passing rate set  
5<sup>th</sup> Grade Science –

Target areas identified: Math, Reading, Writing and Science are all target areas under the new STAAR assessment program. A focus will continue on our Hispanic 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 2014-2015, 87+ students received intervention in reading. 87 students received intervention in math. 11 students received writing intervention. 37 students received behavior interventions. These interventions were given by classroom teachers, math and reading and literacy specialists, and certified tutors. 87 students also received after school tutoring administered by teachers. Kindergarten – 5<sup>th</sup> 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 2015-2016, 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 projects to address their needs. Goals will be set with teachers for GT student achievement tied to state and local assessments. 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 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, TEMI, Benchmarks, GISD Common 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. Motivation Math, Reading, and Writing, Triumph Learning for Science, Houghton Mifflin Harcourt- Go Math!, Houghton Mifflin Harcourt- Science Fusion, Heineman Comprehension and Fluency, Journeys in Reading, Investigations in Math, Scott Foresman Social Studies, Novels, and Empowering Writers are some of the materials used teach the TEKS. Project Based Learning will be implemented in each grade level. Baccus will have all teachers PBL trained for the 2015-2016 year.

All students receive instruction in the computer lab each week. Each classroom has four-five student computers, DLP projector, Smart board, document camera, teacher station, and sound system. Tablets 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 forty-five 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 2014. Approximately 120 parent surveys were returned and tallied. The results were analyzed by the Campus Leadership Team (CLT) on May 20, 2014. A teacher survey was also conducted in May 2014. 26 teacher surveys were returned and tallied. The results were also analyzed by the CLT on May 20, 2014. Areas to target for the 2015-2016 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. 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
- Parent Teacher Organization (PTO)
- Share career experiences with students
- Fieldtrip chaperone

Music Programs  
Parent teacher conferences  
Fund Raisers  
Book Fairs  
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 opportunities for parents to be involved in a child's education. 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. 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 for reading & math. The STAAR will also measure 4<sup>th</sup> grade writing & 5<sup>th</sup> grade science mastery. Benchmarks and Common Assessments are administered to all grades. GoMath assessments will be administered in kindergarten, first and second grade. Study Island will be administered in third, fourth and fifth grades for math. Istation & DRA2 reading assessments are administered grades K-2. All grades will be assessed with the Istation reading assessments. These are all quantitative data sources.

### ***School Culture and Climate***

School culture is facilitated through teacher collaboration and parent involvement. Baccus staff works together to foster a positive school environment driven by high expectations.

Each morning the school day will begin with all students and staff in the cafeteria for pledges and announcements. Students will recite a school pledge daily and sing the school song weekly. Staff members will create a safe and positive learning environment.

Parent and/or staff surveys will be administered to evaluate school culture and climate in the 2015-2016 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, non-teaching staff, Assistant Principal, Principal, District Staff Member, a parent & community member.

### ***Campus Improvement Plan***

The Campus Improvement Plan is developed by 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 for each class to access 1-1 student computers at least once each week. A Computer Lab on Wheels is also available with 24 mini computers. Teachers & students will have access to approximately 115 computers, 50 tablets, 45 portable media center, and 32 interactive whiteboards are utilized. Each teacher has an LCD projector, Smartboard, teacher station, and surround sound system. Istation, Study Island, AR, STAR, Reading Eggs, Starfall, & websites are utilized on the campus.

### ***Evaluation of Plans and Strategies***

Granbury ISD 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/or parent/community survey will be conducted again in April, 2016. The results of the quantitative and qualitative data will be used to measure how successful the

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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	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							
4) Create opportunities for students to be involved in community service projects (Examples include 1st grade PBL project, 4th grade bottled water drive, Student Council collections, etc.)	1, 6, 10	Student Council Sponsor, BES Staff	Completed projects, donations, calendar, parent notes				
 = 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><b>System Safeguard Strategies</b></p> <p>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><b>System Safeguard Strategies</b></p> <p>2) Provide a variety of academic resources to support student understanding and mastery of TEKS (workshops &amp; 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><b>System Safeguard Strategies</b></p> <p>3) 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, &amp; discuss implementation</p>	1, 2, 3, 4	Instructional Specialist, curriculum department personnel, classroom teachers	Lesson plans, observation of classes and lessons, test scores				
<p><b>System Safeguard Strategies</b></p> <p>4) Students will be exposed to vocabulary words through a variety of strategies (such as school-wide Word of the Week &amp; Word Wall, 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><b>System Safeguard Strategies</b></p> <p>5) All instructional staff will participate in the CARA process to identify areas of needed growth based on common assessment &amp; benchmark data</p>	1, 2, 3, 8, 9	Principal, Curriculum Specialist	CARA process, meeting notes, action plan, calendar, teacher data sheets				

<p align="center"><b>System Safeguard Strategies</b></p> <p>6) Provide enrichment opportunities for identified gifted and talented students and mentor program for at-risk students</p>	1, 2, 3, 8, 9, 10	Tutors & teachers	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 OU Schedule				
Funding Sources: Title I (211) - \$1500.00, Gifted (21) - \$3000.00							
7) All 3-5th grade students will participate in VMath Summer program to increase/maintain math skills. The computer/internet based resource will be used by students during May at school & in June at home.	1, 2, 3, 8, 9, 10	Tutors & teachers	VMath data, student common assessment data,				
							

**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 with innovative materials and resources.	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							
<b>System Safeguard Strategies</b> 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				
<b>System Safeguard Strategies</b> 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				
<b>System Safeguard Strategies</b> 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				
<b>System Safeguard Strategies</b> 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, GSD 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				
							

**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 will participate in the state fitness assessment (Fitness Gram), Jump Rope for Heart, & Miler's Club during Physical Education classes.	1	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 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 6:** Early intervention will be implemented for those students that are at-risk


**Summative Evaluation:** Decrease in the number of at-risk students

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) PK teachers will attend Frog Street training		Principal	Travel Logs				
Funding Sources: Title I (211)							
							

**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 classroom 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, Science Fusion, 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				
 = 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 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 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				
 = 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 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				
							

## State Compensatory

### Budget for Baccus Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6300 Supplies and Services</b>		
199 E 11 6395 00 105 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$4,000.00
199 E 11 6397 IS 105 0 24 00N	6397 Other Equipment - Locally Defined	\$5,660.00
<b>6300 Subtotal:</b>		<b>\$9,660.00</b>

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Patti Collier	Instructional Specialist	Title I Schoolwide	1