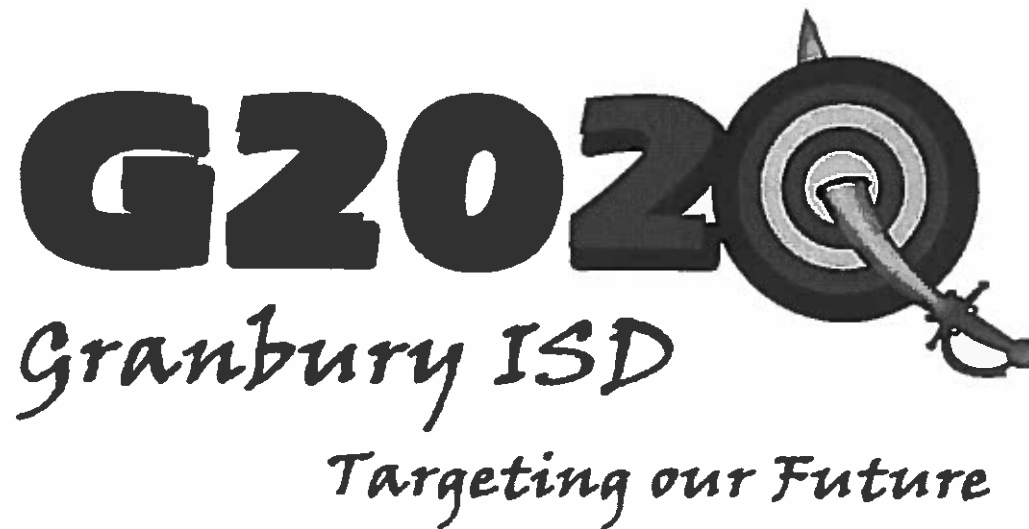


**Granbury Independent School District
Baccus Elementary School
2017-2018 Campus Improvement Plan**



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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Baccus Elementary had 535 students during the 2016-2017 school year. 75% White, 24% Hispanic/Latino, <1% American Indian or Alaskan Native, <1% Black or African American. 51% were male and 49% were female. 11% of the total population was identified GT. 12% of the total population was identified Sped. 12% of the total population was identified ESL. 6.5% of our ECD students were identified as GT. Baccus was 78% ECD for the 2016-2017 school year.

Demographics Strengths

20% of our Hispanic/Latino population was identified GT. In 2016-2017 our 5th grade Hispanic population in math had a 14% gain in comparison to the 2015-2016 school year. In 2016-2017 our 5th grade Sped population in math had a 29% gain in comparison to the 2015-2016 school year. In 2016-2017 our 5th grade ECD population in math had a 7% gain in comparison to the 2015-2016 school year. In 2016-2017 our 5th grade Sped population in reading had a 22% gain in comparison to the 2015-2016 school year. In 2016-2017 our 5th grade LEP population in reading had a 17% gain in comparison to the 2015-2016 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We are looking for 10% growth in LEP, Sped and ECD in all testing areas grades 3-5. **Root Cause:** Still developing our PLC, CFA and targeted interventions and working towards more collaboration between Sped and Gen Ed.

Student Academic Achievement

Student Academic Achievement Summary

Baccus received 1 of 6 possible distinctions (reading/ELA).

Met 9 of the 16 possible system safeguards at =>60%.

Met all four indexes.

DRA data showed most grade levels were between 50-60% on grade level at the end of the year.

Student Academic Achievement Strengths

The only school in the district to receive a distinction in reading/ELA.

Met all 4 indexes.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Between 40-50 percent of student are not on grade level reading levels at the end of the year school wide. **Root Cause:** We will strengthen our guided reading instruction.

Problem Statement 2: Only received one distinction out of the 6 possible. **Root Cause:** Continue to develop a better understanding of how the distinctions are achieved.

Problem Statement 3: Did not meet 7 system safeguards. **Root Cause:** Will continue to be intentional and focused on meeting the individual needs of all students.

School Processes & Programs

School Processes & Programs Summary

Professional Learning Communities (PLC), Pirate Time, B.E.A.M., daily scheduled Guided Reading (k-5), targeted vocabulary instruction (Flocabulary K-5), 5th Grade Wordly-Wise, targeted spiraled math warmup (TEKSas Target Practice) k-5.

School Processes & Programs Strengths

Teachers are providing targeted instruction on Readiness standards and targeted interventions for each student at their individual level for each Readiness standard. Guided Reading, Vocabulary, and Math programs were specifically chosen to meet identified need areas as identified in campus data.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We are looking for 10% growth in LEP, Sped, Hispanic and ECD in all state testing areas grades 3-5. **Root Cause:** Still developing our PLC, CFA and targeted interventions and working towards more collaboration between Sped and Gen Ed.

Problem Statement 2: We are looking for 10% growth in on-level/above level from EOY 2017 to EOY 2018 on DRA end of year data for grades k-3. **Root Cause:** Lack of consistency with daily targeted guided reading and data discussions in regards to interventions centered around guided reading levels.

Perceptions

Perceptions Summary

Primary Value: The needs of our students come first.

Mission: To inspire hope & foster learning for every student, everyday.

Culture: Teacher collaboration in planning, instruction, intervention, enrichment, remediation and problem solving. High expectations for all students. A year's growth is expected for each student.

Beliefs: 1) I can, I will, I matter. 2) We will be fully engaged & have a high sense of purpose. 3) We will value the contributions of all, blending the skills of individual staff members in unsurpassed collaborative & dedicated effort.

Perceptions Strengths

The collaborative expectations requiring all staff members to work together to best meet the needs of all students focuses all areas of instruction.

Planning and interventions are targeted on need areas based on student/grade level data.

Parents are viewed as an integral part of the Baccus family.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Work to develop an EOY2018 Survey for Staff and Parents, targeting areas of needed improvement, and continue to improve on communication with parents. **Root Cause:** A parent desire for an increase in communication via multiple media sources (ex: facebook, Remind101, text, teacher newsletters, phone calls, etc)

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) data for Grades 5 and 8
- 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
- PDAS and/or T-TESS

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. Morning assembly, music programs, B.E.A.M., Kid's Hope, Terrific Kids, Ready Rosie, Community Involvement. Increase PTO membership.

Evaluation Data Source(s) 1: Parent feedback and parent participation rates at events. Analyze percentage of PTO enrollment increase.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Implement CHAMPS, goal-setting, and team building activities through-out the school year	2, 6	Principal, Vice Principal, Counselor, Instructional Specialist, Teachers, & Staff	Morning Assembly, school data/goals wall, office referrals				
				Funding Sources: Local (199) - \$0.00			
2) Provide opportunities outside of school (Music Programs, Curriculum Nights, Technology Bus) for all Baccus students & families		Principal, Vice Principal, & Classroom Teachers	Parent Communication, School Calendar				
				Funding Sources: Title I (211) - \$0.00, Local (199) - \$0.00			
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) - \$0.00			
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				

✓ = Accomplished → = Continue/Modify ◐ = 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. PTO events: Fundraising Events, Smiling Dads, Muffins With Moms, Doughnuts with Dudes, Picture Day, Field Day.

Evaluation Data Source(s) 2: Volunteer Hours documented in Raptor

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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) 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) - \$0.00							
3) 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)		Student Council Sponsor, BES Staff	Completed projects, donations, calendar, parent notes				


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

Evaluation Data Source(s) 1: Increase STAAR scores by 7% in each testing category.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
System Safeguard Strategy 1) Provide supplemental interventions to support student success through campus-wide Baccus Pirate Time	1, 2, 3, 8, 9, 10	Classroom Teachers, Instructional Specialists	Schedules, Intervention documentation & Increased common assessments & STAAR percentage scores				
Funding Sources: Title I (211) - \$0.00, Local (199) - \$0.00							
System Safeguard Strategy 2) Provide a variety of academic & motivational resources to support student understanding and mastery of TEKS (workshops, materials, hands on field trips, & computer programs such as Moby Max, Flocabulary, TEKSas Target Math Practice, Guided Reading, Comprehension Toolkit, Kim Sutton, I-station, Positive Promotions, Motivation Science (Grade 5), Wordly Wise (Grade 5), Empowering Writers, Summer Reading Books, Camp Baccus, Scholastic Everyday Literacy, motivational speakers & performers including football players & stunt bike riders, etc.)		Classroom teachers and Instructional Specialist	Students understanding of TEKS Assessments including classroom, district, and state				
Funding Sources: Title I (211) - \$0.00							
System Safeguard Strategy 3) Instructional staff will attend: - Bi-weekly PLCs - Create Common Formative Assessment - After-school professional learning community meetings at the curriculum department to analyze TEKS, look at data/patterns, & discuss implementation	1, 2, 3, 4	Instructional Specialist, curriculum department personnel, classroom teachers	Lesson plans, observation of classes and lessons, test scores				
System Safeguard Strategy 4) Students will be exposed to vocabulary words through a variety of strategies (Flocabulary, word walls in classrooms, modeling, rewards).		Principal, Instructional Specialist, Teachers	Observation of student conversations, assessments (common assessments, STAAR, iStation, etc.)				
Funding Sources: ESL/Bilingual (25) - \$0.00							

System Safeguard Strategy 5) 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				
System Safeguard Strategy 6) Provide enrichment opportunities for identified gifted and talented students and mentor program for at-risk students	1, 2, 3, 8, 9, 10	I.S. & teachers	Schedules & student products; Increase STAAR percentage scores at all levels by 7%.				
Funding Sources: Title I (211) - \$0.00, Gifted (21) - \$0.00							
							

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: Implement the PLC process, create Common Formative Assessments and analyze CFA data to drive instruction and interventions.

Evaluation Data Source(s) 2: CFA data, Data room, PLC meeting notes.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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	Lesson Plans, Intervention Documentation				
Funding Sources: Title I (211) - \$0.00							
System Safeguard Strategy 2) Monitor and provide interventions for targeted students with poor attendance and provide incentives (such as board games, sporting equipment, electronics, outdoor activities, etc.) 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 Strategy 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) - \$0.00							
System Safeguard Strategy 6) 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 Strategy 7) Provide dyslexic specialist to work with struggling learners on reading strategies	1, 3, 4, 9, 10	Kathy Carmichael, Dyslexic Specialist	Student Performance Rates (Common assessments, STAAR, iStation, etc.)				

8) Provide professional development for all teachers regarding rigor and relevance	Principal, Director of Curriculum	PD records				
	Funding Sources: Title II (255) - \$0.00					

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: Continue Project Based Learning

Evaluation Data Source(s) 3: 75% of teachers will be trained in PBL; implementing Project Based Learning annual requirements based on cohort.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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				

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: Students will participate in coordinated school health activities

Evaluation Data Source(s) 4: 100% Fitness Gram Participation

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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				

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: Improve need areas in system safeguards to 60%:
 Writing (all students, white, Eco.) Reading (Hispanics, Eco., Spec. Ed.) Math (Spec. Ed.)

Evaluation Data Source(s) 5: System safeguard status report.

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Implement Ready Rosie parent engagement and empowerment technology program.	1, 2, 6, 7, 9	Principal, I.S., AP, Prek	Ready Rosie Data Reports				
Funding Sources: Title I (211) - \$0.00							
Critical Success Factors CSF 1 CSF 5	1, 2, 6, 7	Principal and AP	Participation in the program increases.				
2) Implement Mommy and Me parent engagement.	Funding Sources: Title I (211) - \$0.00						
Critical Success Factors CSF 1 CSF 4 CSF 5	1, 2, 6, 7	Principal and AP	Participation in the program increases.				
3) Early intervention for at-risk students. Mommy and Me	Funding Sources: Title I (211) - \$0.00						

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: Increase # of distinctions from 1 to 2.

Evaluation Data Source(s) 6: Performance reporting report.

Summative Evaluation 6:

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 7: Implement a Maker Space Lab. Students will utilized the lab at least twice a month.

Evaluation Data Source(s) 7: Check lesson plans to ensure time is scheduled in Maker Space.

Summative Evaluation 7:

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.

Evaluation Data Source(s) 1: 100% of Baccus teachers will attend scheduled technology trainings.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Regular technology trainings for staff and teachers (including opportunities for attendance at district/campus/outside technology trainings and professional conferences)	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.

Evaluation Data Source(s) 2: 100% of Baccus students will be trained in cyber safety training by the end of the first six-weeks of school.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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.

Evaluation Data Source(s) 3: Software usage report] and evidence of technology use in the classrooms.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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	Snapshot Data, T-Tess				
2) Students will use software such as Think Through Math, iStation, Study Island, Reading Eggs, Brain Pop, AR, StemScopes, Science Starters, Pebble Go, Storia, and Imagine Learning to improve student performance.	2, 9	Principal, Instructional Specialist, Librarian, GISD Technology DEpartment	Software Usage REports & State Assessment Data				

 = Accomplished
  = Continue/Modify
  = 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.

Evaluation Data Source(s) 1: Participation in all safety training topics and drills

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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
 = Continue/Modify
 = 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 PLC master schedule.

Evaluation Data Source(s) 1: PLC Master Schedule completed.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Provide staff with time during the day to collaborate and discuss best practices. Provide students opportunities for participation in enrichment/intervention based on their individual needs.	1, 2, 3, 9, 10	Principal, AP, RTI Aide, Teachers	Pirate Time, 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
 = Continue/Modify
 = 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.

Evaluation Data Source(s) 2: CLT agendas

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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				

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 3: Individualized intervention on each power standard through PLC and CFA data.

Evaluation Data Source(s) 3: CFA data.

Summative Evaluation 3:

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

Evaluation Data Source(s) 1: Parent feedback & review of list

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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

Evaluation Data Source(s) 2: Increase speaker from Bureau, evidence in lesson plans

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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				

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

Performance Objective 3: Ensure that each grade level attends a field trip that ties to a grade level standard.

Evaluation Data Source(s) 3: Field trip forms for each grade level completed.

Summative Evaluation 3:

							2017-18	2017-18	2017-18	Encumbered	2017-18		
FND	T	FC	OBJ	SO	ORG	F	PI	LOC	Original Budget	Revised Budget	FYTD Activity	Amount	Available Funds
199	E	11	6112	00	105	0	24	000					
199	E	11	6112	00	105	0	34	000					
199	E	11	6112	13	105	0	24	000					
199	E	11	6112	15	105	0	24	000					
199	E	11	6112	98	105	0	24	000					
199	E	11	6116	00	105	0	24	820					
199	E	11	6117	00	105	0	24	000					
199	E	11	6117	00	105	0	34	000					
199	E	11	6117	13	105	0	24	000					
199	E	11	6117	15	105	0	24	000					
199	E	11	6117	15	105	0	24	000					
199	E	11	6118	00	105	0	24	000	13,000.00	13,000.00			13,000.00
199	E	11	6119	00	105	0	24	820					
199	E	11	6119	00	105	0	24	000					
199	E	11	6125	00	105	0	24	000					
199	E	11	6125	00	105	0	34	000					
199	E	11	6131	00	105	0	24	000					
199	E	11	6141	00	105	0	24	000					
199	E	11	6141	00	105	0	24	820					
199	E	11	6141	00	105	0	34	000					
199	E	11	6141	13	105	0	24	000					
199	E	11	6141	15	105	0	24	000					
199	E	11	6141	98	105	0	24	000					
199	E	11	6142	00	105	0	24	000					
199	E	11	6142	00	105	0	34	000					
199	E	11	6142	13	105	0	24	000					
199	E	11	6142	15	105	0	24	000					
199	E	11	6142	DN	105	0	24	000					
199	E	11	6142	HI	105	0	24	000					
199	E	11	6143	00	105	0	24	000					
199	E	11	6143	00	105	0	24	820					
199	E	11	6143	00	105	0	34	000					
199	E	11	6143	13	105	0	24	000					
199	E	11	6143	15	105	0	24	000					
199	E	11	6143	98	105	0	24	000					
199	E	11	6144	00	105	0	24	000					
199	E	11	6144	00	105	0	34	000					
199	E	11	6144	13	105	0	24	000					
199	E	11	6144	15	105	0	24	000					
199	E	11	6144	15	105	0	24	000					
199	E	11	6145	00	105	0	24	000					
199	E	11	6145	00	105	0	24	820					
199	E	11	6145	00	105	0	34	000					
199	E	11	6145	13	105	0	24	000					
199	E	11	6145	15	105	0	24	000					
199	E	11	6145	98	105	0	24	000					
199	E	11	6146	00	105	0	24	000					
199	E	11	6146	00	105	0	34	000					
199	E	11	6146	13	105	0	24	000					
199	E	11	6146	15	105	0	24	000					
199	E	11	6219	00	105	0	24	000					
199	E	11	6219	00	105	0	24	820					
199	E	11	6297	99	105	0	24	000					
199	E	11	6299	00	105	0	24	000					
199	E	11	6321	00	105	0	24	950					
199	E	11	6326	00	105	0	24	000					
199	E	11	6395	00	105	0	24	000					

FND	T	FC	OBJ	SO	ORG	F	PI	LOC	2017-18	2017-18	2017-18	Encumbered	2017-18
									Original Budget	Revised Budget	FYTD Activity	Amount	Available Funds
199	E	11	6395	#0	105	0	24	390					
199	E	11	6395	00	105	0	24	440					
199	E	11	6395	#0	105	0	24	490					
199	E	11	6395	00	105	0	24	950					
199	E	11	6395	00	105	0	34	000	370.00	370.00			370.00
199	E	11	6395	13	105	0	24	000					
199	E	11	6395	AM	105	0	24	000					
199	E	11	6395	DR	105	0	24	000					
199	E	11	6395	EW	105	0	24	000	1,800.00	1,800.00			1,800.00
199	E	11	6395	NM	105	0	24	000	8,125.00	8,125.00			8,125.00
199	E	11	6395	VG	105	0	24	000					
199	E	11	6396	00	105	0	24	000					
199	E	11	6397	00	105	0	24	000	3,000.00	3,000.00			3,000.00
199	E	11	6397	EM	105	0	24	000	3,000.00	3,000.00			3,000.00
199	E	11	6397	IS	105	0	24	000					
199	E	11	6397	PM	105	0	24	000	2,500.00	2,500.00			2,500.00
199	E	11	6399	00	105	0	24	000					
199	E	11	6399	13	105	0	24	000					
199	E	11	6411	00	105	0	24	000					
199	E	11	6411	00	105	0	24	820					
199	E	11	6412	00	105	0	24	000					
199	E	11	6631	00	105	0	24	000					
199	E	11	6634	00	105	0	24	000					
199	E	11	6639	00	105	0	24	000					
199	E	11	6645	00	105	0	24	000					
199	E	11	6649	00	105	0	24	000					
199	E	13	6299	00	105	0	24	000					
199	E	13	6395	00	105	0	24	000					
199	E	13	6411	00	105	0	24	000					
199	E	13	6411	00	105	0	24	440					
199	E	13	6497	00	105	0	24	000					
199	E	31	6239	00	105	0	24	000					
199	E	31	6339	00	105	0	24	000					
199	E	34	6121	00	105	0	24	000					
199	E	34	6141	00	105	0	24	000					
199	E	34	6143	00	105	0	24	000					
199	E	34	6144	00	105	0	24	000					
199	E	34	6145	00	105	0	24	000					
199	E	34	6146	00	105	0	24	000					
199	E	61	6499	00	105	0	24	000					
Grand Expense Totals									31,795.00	31,795.00			31,795.00

Number of Accounts: 97

***** End of report *****

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Page	Instructional Specialist	Title I	1.0
Melissa Shipp	Instructional Specialist	Title I	1.0