

**Granbury Independent School District**  
**Baccus Elementary School**  
**2018-2019 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.

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# 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:** Continue strengthening 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:** 30-40% of students are not on grade level reading levels at the end of the year school wide. **Root Cause:** We will strengthen our guided reading instruction and add LLI intervention.

**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 (TEKS as 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 and ECD in all state testing areas grades 3-5. **Root Cause:** Continue to strengthen 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 2018 to EOY 2019 on DRA end of year data for grades k-5. **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:** Develop an EOY2019 Survey for Staff and Parents (by Dec 2018), 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
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, 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
- 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, Super Citizens, Community Involvement and CIS activities/supports. Increase PTO membership.

**Evaluation Data Source(s) 1:** Parent feedback and parent participation rates at events. Analyze percentage of PTO enrollment increase. Sign in sheets at parent events and B.E.A.M/Kid's Hope mentor sign-in.

## Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Implement CHAMPS, Boys Town strategies, goal-setting, and team building activities throughout the school year.	Principal, Vice Principal, Counselor, CIS, Instructional Specialists, Teachers, & Other Support Staff	Reduced Office referrals, consistent expectations across the campus, positive work environment for staff measured by a staff survey. The expected impacts will be a more consistent focus across the campus to become more goal-driven both at the student and staff levels measured by students creating at least 3 goals.				
2) Provide opportunities outside of the school day, CIS activities, (Music Programs, Curriculum Nights, Technology Bus), district health fair, picnic in the park for all Baccus students & families.	Principal, Vice Principal, & I.S.s, Classroom Teachers	Build community and family involvement measured by participation data (sign-in sheets).				
3) Arrange for a Title I parent orientation meeting to provide information about involvement, parent notification, Title 1 funds, share state level data, etc.	Principal, Teachers, I.S.s	Provide the opportunity to increase parental involvement and increase parental knowledge about Title 1 funds and outcomes measured by attendance data.				
4) Provide Kindergarten Round Up for guardians to enroll students in Kindergarten.	Office Staff, GISD Public Information Officer	Increase kindergarten enrollment measured by enrollment data.				
5) Incorporate customer care strategies with all visitors and students.	Office Staff and all faculty	Maintain a welcoming and positive environment for our students and their families. Every parent/visit will be greeted. Measured by end of year parent survey.				
6) Provide staff training on bullying awareness and suicide prevention and discuss procedures.	Principal, AP, Counselor	Increase awareness and early detections of at-risk students. Early intervention and preventions opportunities. Reduce the number of incidences related to bullying and suicide.				


7) Create school unity through daily morning assembly with school songs & announcements	Principal, AP, Teachers	Build school spirit and a positive environment for all students and faculty.				
 = 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, Muffins With My Lady, Doughnuts with Dudes, Picture Day, Field Day, grade level activities (Ex. Rice Babies).

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

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Creating and maintaining a PTO board and active volunteers.	Principal, PTO Staff Members	A full PTO board. Recruit, inspire, foster belonging, agendas, Sing-In Sheets, Raptor Logs. Send home an informational flyer communicating what PTO does, is and it's expectations.				
2) Partner with community organizations and businesses for student/parent education & recognition. Utilize our relationship with CIS to help build relationships with community organizations.	Principal, Office Staff & CIS manager.	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				
3) Create opportunities for students to be involved in community service projects (Examples include PBL projects, Student Council collections), GISD Serves service projects.	Student Council Sponsor, BES Staff	Completed projects, donations, calendar, parent notes.				
						

**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 3:** Utilize new partnership with Communities In Schools to offer a variety resources for Baccus students and their families.

**Evaluation Data Source(s) 3:** CIS reports.

**Summative Evaluation 3:**







**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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b> 1) Provide supplemental interventions to support student success through campus-wide Baccus Pirate Time</p>	Classroom Teachers, Instructional Specialists	Schedules, Intervention documentation & Increased common assessments & STAAR percentage scores				
<p><b>Comprehensive Support Strategy</b> 2) Provide a variety of academic &amp; motivational resources to support student understanding and mastery of TEKS (workshops, materials, hands on field trips, &amp; computer programs such as Education Galaxy, LLI, Flocabulary, Target The Teks, Fast Focus, Guided Reading, Leveled Libraries, Comprehension Toolkit, Kim Sutton, I-station, Motivation Science (Grade 5), Empowering Writers, Scholastic Everyday Literacy, Storia.</p>	Classroom teachers and Instructional Specialist	Student will grow at least one year academically in reading and math. Measured by DRA, State data, CFAs, iStation, Education Galaxy.				

<p><b>Comprehensive Support Strategy</b></p> <p>3) Instructional staff will attend:</p> <ul style="list-style-type: none"> <li>- Bi-weekly PLCs</li> <li>- Create Common Formative Assessment</li> <li>- After-school professional learning community meetings at the curriculum department to analyze TEKS, look at data/patterns, &amp; discuss implementation.</li> </ul>	<p>Instructional Specialist, curriculum department personnel, classroom teachers</p>	<p>Measured through intentional planning, observation of classes and lessons, CFA scores, ESGI and Pirate Time interventions.</p>				
<p><b>Comprehensive Support Strategy</b></p> <p>4) LEP Students will be supported through:</p> <ul style="list-style-type: none"> <li>- vocabulary words through a variety of strategies (Flocabulary, word walls in classrooms, modeling, rewards).</li> <li>- sentence stems</li> <li>- reflect writing (explorations in non-fiction writing), empowering writers.</li> <li>- response to text</li> </ul>	<p>Principal, Instructional Specialist, Teachers</p>	<p>Observation of student conversations, assessments (common assessments, STAAR, iStation, etc.)</p>				
<p><b>Comprehensive Support Strategy</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>	<p>Principal, Curriculum Specialist</p>	<p>CARA process, meeting notes, action plan, calendar, teacher data sheets</p>				
<p><b>Comprehensive Support Strategy</b></p> <p>6) Provide enrichment opportunities for identified gifted and talented students and mentor program for at-risk students</p>	<p>I.S. &amp; teachers</p>	<p>Schedules &amp; student products; Increase STAAR percentage scores at all levels by 7%.</p>				
<p style="text-align: center;">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

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

**Performance Objective 2:** 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	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.	Principal, AP, Intervention Specialists	Lesson Plans, Intervention Documentation				
<b>Comprehensive Support Strategy</b> 2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance	Principal, AP, Teachers, Office Staff	Improved attendance of those targeted. End of year attendance at 96.5%.				
3) Provide opportunities for fifth grade students to visit GHS CTE departments	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, CIS	Counselor Schedule/agenda, sign-in sheets. CTE visits documented. Required CIS documentation.				
<b>Comprehensive Support Strategy</b> 5) Expose student to high-tech fields of study with a Science Technology Engineering & Math (STEM) state-of-the-art hands-on museum	Principal & Teachers	Schedule/calendar, Surveys, Lesson Plans				
<b>Comprehensive Support Strategy</b> 6) Provide opportunities for real-life learning experiences through assemblies, field trips, guest speakers, exhibits, etc.	Principal, Vice Principal, Counselor, Teachers	Calendar, lesson plans, student feedback				
<b>Comprehensive Support Strategy</b> 7) Provide dyslexic specialist to work with struggling learners on reading strategies	MTA Dyslexic Specialist	Student Performance Rates (Common assessments, DRA, STAAR, iStation, etc.)				
8) Provide professional development for all teachers regarding rigor and relevance.	Principal, Director of Curriculum	PD records, Debbie J feedback and assistance.				
9) Further learning on the PLC process by attending Solution Tree PLC Conference	Campus Principal	Attendance at conference. Overall % of staff who have attended the conference will increase at PLC.				



= Accomplished



= Continue/Modify



= 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:** 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Attend 3 day PBL teacher training from the Buck Institute	Early Adopter Teacher Cohort, GISD Curriculum/Technology Coordinators	Certificates				
2) Administrators attend PBL Lead training from the Buck Institute	Principal, Vice Principal	Certificates				
3) Each trained staff member will develop and implement one PBL project per semester	Early Adopter Teachers, Principal, CBP Staff	Project Overview, presentations				
4) Enlist additional teachers to attend Project Based Learning	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 for eligible students.

**Summative Evaluation 4:**

Strategy Description	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.	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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Implement Ready Rosie parent engagement and empowerment technology program. Implement BOY, 1st interval, MOY and EOY of the developmental reading assessment (DRA) grade k-4.	Principal, I.S., AP, Prek	Ready Rosie Data Reports, DRA Data Reports.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2						

**Performance Objective 5 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> 30-40% of students are not on grade level reading levels at the end of the year school wide. <b>Root Cause 1:</b> We will strengthen our guided reading instruction and add LLI intervention.
School Processes & Programs
<b>Problem Statement 2:</b> We are looking for 10% growth in on-level/above level from EOY 2018 to EOY 2019 on DRA end of year data for grades k-5. <b>Root Cause 2:</b> Lack of consistency with daily targeted guided reading and data discussions in regards to interventions centered around guided reading levels.

**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 3 to 4.

**Evaluation Data Source(s) 6:** Performance reporting report. We will maintain distinctions in Math, Growth and College Readiness. through the PLC process and Pirate Time interventions. We will add a distinction in Reading, Closing the Gap or Science. Specifically targeting a Reading distinction through Guided Reading Groups, B.E.A.M mentors and LLI intervention groups.

**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:** Maintain Maker Space Lab. Students will utilize 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	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)	Principal & Campus Technology Staff	School Calendar, Agendas, Documented Classroom Technology Activities				

 = Accomplished
  = Continue/Modify
  = 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 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	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	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:** Evidence of technology use in the classrooms measured by lesson plans and observations.

**Summative Evaluation 3:**

Strategy Description	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 classroom computers, LCD projectors, document cameras, interactive whiteboards, flip cameras, tablets, classroom audio/speakers, and hand held devices.	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.	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:** Safety and Threat assessment team will develop and maintain an effective facilities and safety plan.

**Evaluation Data Source(s) 1:** Participation in all safety training topics and drills. Monthly S&T Team meetings and monthly drills.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Conduct regular campus facility inspections (using GISD safety checklist)	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	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).	Principal, AP, Teachers, Staff	Lesson Plans, daily teacher PM logs, BES Handbook				
4) Timely submission of campus work orders.	Principal, AP, Secretary, Lead Custodian	Eduphoria Reports				
						







**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	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.	Principal, AP, Rtl 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	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	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.	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	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	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:** Ensure that each grade level attends a field trip that ties to a grade level standard.

**Evaluation Data Source(s) 2:** Field trip forms for each grade level completed.

**Summative Evaluation 2:**

# 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	\$5,279.00
199 e 11 6395 MM 105 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$5,000.00
199 e 11 6397 00 105 0 24 000	6397 Other Equipment - Locally Defined	\$2,200.00
<b>6300 Subtotal:</b>		<b>\$12,479.00</b>

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Page	Instructional Specialist	Title I	1.0
Jenna Griffith	Instructional Specialist	Title I	1.0