

**Baccus Elementary  
2019-2020 Campus Plan  
At-A-Glance**

**Mission/ Value Statement**

The needs of our students come first.

**Vision**

To inspire hope and foster learning for every student, every day.

**Student Value Statement**

I can achieve, I will succeed because I MATTER!

**Staff Value Statements**

- We will value the contributions of all, blending the skills of individual staff members in unsurpassed collaboration and dedicated effort.
- We will be fully engaged and have a high sense of purpose.
- We will adhere to the highest standards of professionalism, ethics, and personal responsibility, worthy of the trust our students place in us.

**Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.**

- **Performance Objective 1:** Improve student performance according to state standards, including subgroups, in all academic areas to return to a 'C' rating, at minimum.
- **Performance Objective 2:** Students will participate in enrichment (GT, UIL, Maker Space, Camp Baccus) and remediation (BEAM, LLI, tutoring, pirate time) opportunities
- **Performance Objective 3:** Improve identified need areas in system safeguards to 60% (see TIP and data-tracking).
- **Performance Objective 4:** Differentiated instruction through guided reading, guided math, and pirate time in response to data collected from a variety of formative and summative assessments
- **Performance Objective 5:** Every student will receive highly rigorous Tier 1 instruction that is reflected in lesson plans and aligned to state standards and conversation generated during the PLC process.

**Goal 2: We will commit to supporting student success by providing and retaining the appropriate quantity of qualified staff.**

- **Performance Objective 1:** Use of LLI, MTA, and BEAM tutors

- **Performance Objective 2:** Team teaching in grades 3-4 and departmentalized in 5th.
- **Performance Objective 3:** New walk-through form and weekly lesson plan feedback

**Goal 3: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.**

- **Performance Objective 1:** Provide opportunities for parent and community service, PTO events
- **Performance Objective 2:** Utilize new partnership with Communities In Schools to offer a variety of resources for Baccus students and their families.
- **Performance Objective 3:** Develop and implement procedures to enhance a positive school climate.
- **Performance Objective 4:** Utilize Campus Leadership Team (CLT) to determine and evaluate the professional development needs of the campus.
- **Performance Objective 5:** Maintain a comprehensive list of available resources from the Counselor and the CIS personnel.

**Goal 4: We will engage students in all grade-levels through participation in diverse activities to build character, leadership, and team-building skills.**

- **Performance Objective 1:** Host Science, Math, and Reading Family Nights.
- **Performance Objective 2:** "Character Counts" program
- **Performance Objective 3:** Mission, Vision, and Value artifacts displayed in classrooms and hallways

**Goal 5: We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.**

- **Performance Objective 1:** Provide technology professional development on First Monday of each month.
- **Performance Objective 2:** Provide responsible digital citizenship training for all students k-5.

**Goal 6: We will commit to the continuous evaluation and improvement of campus safety in order to provide an optimal learning environment for all stakeholders.**

- **Performance Objective 1:** Safety and Threat assessment team will develop and maintain effective facilities and safety plans as well as active intruder drills.

**Granbury Independent School District**  
**Baccus Elementary School**  
**2019-2020 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 has 519 Students, 271 male students, 248 female student, 3 American Indian, 6 black, 1 native Hawaiian, 329 white, 164 Hispanic/Latino, 16 multi race.

### NEEDS

- Sped in 3-5 STAAR data
- LEP kids in 3-5 grades STAAR data
- 4th Grade writing
- Purposeful in Science instruction in all grade levels
- Different strategies for LEP kids
- Discrepancy in males vs females
- Discrepancy in Hispanic and White SubPops
- Parent Communication including Spanish information for Hispanic parents
- Higher percent at-level mastery for GT students based on STAAR data
- Strengthen Pirate Time interventions, re-teach, and re-assessments to measure effectiveness
- Responsive teaching practices in reading across the campus. Focus is on deepening levels of comprehension.

GET BAS DATA POINT ON MALE/FEMALE DRA, add a post assessment on interventions for CFA.

### Demographics Strengths

### STRENGTHS

- Growth in Math from 17-19 cohort from 3rd to 5th 61%, 61%, 73%
- Growth in Reading from 17-19 cohort from 3rd to 5th, 55%, 58%, 77%
- GT in 3-5 meets or approaches on STAAR
- Female students out scored the male students by 32% in 4th Reading, and 14% in 4th Math

- Male students out scored the female students by 19% in 5th Science
- Kindergarten have 63% on grade level based on the EOY DRA level

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** 29% of special education students 3-5 passed math. **Root Cause:** Strengthen collaboration between gen. ed. and spec. ed. along with planning and intervening together. Need a purposeful diagnostic.

**Problem Statement 2:** 24% of special education students 3-5 passed reading. **Root Cause:** Need to improve general education teachers and special education teachers planning and intervening together. Strengthen Guided Reading for Special Education.

**Problem Statement 3:** 23% of At-risk students 3-5 passed reading. **Root Cause:** Need to strengthen guided reading and strengthen LLI.

# Student Achievement

## Student Achievement Summary

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

The percent of students passing the 2018-2019 STAAR tests are listed below.

3<sup>rd</sup> Grade Reading - 51

3<sup>rd</sup> Grade Math - 63

4<sup>th</sup> Grade Reading - 58

4<sup>th</sup> Grade Math - 53

4<sup>th</sup> Grade Writing - 54

5<sup>th</sup> Grade Reading - 77

5<sup>th</sup> Grade Math - 73

5<sup>th</sup> Grade Science – 65

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

## Student Achievement Strengths

Unrecognized distinction in 5th grade Science.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** 58% of all 4th grade students passed reading and 51% of 3rd grade students passed Reading. . **Root Cause:** Strengthen and improve balanced literacy instruction.

**Problem Statement 2:** 53% of 4th grade students passed Math and 63% of 3rd grade students passed Math. **Root Cause:** Improve instruction during guided math groups k-5. Improve general education and special education planning and intervening together.



# School Culture and Climate

## School Culture and Climate Summary

School culture is facilitated through teacher collaboration and parent involvement. Teachers and administration work together closely to foster a positive school environment driven by high teacher expectations. Every student, every day at their level is the philosophy to help students be successful. Teachers are included in campus decision making and professional learning communities are utilized to support the school mission.

The school has adopted the theme "Grit to Great" Students are working to develop growth mindsets and have GRIT in their lives.

Parent and staff surveys will be administered to evaluate school culture and climate.

## School Culture and Climate Strengths

Baccus has focused on welcoming our parents and community into our building. The staff knows our mission: The needs of our students come first. Everyone is working to build growth mindsets within themselves and their students. Focused and intentional planning as a team to better meet the needs of all of our students. Everyone working together towards our mission has created a positive feeling for our staff and students. Teachers, ISs, and administration work well together to plan, PLC and intervene for all our students. Communities in Schools will collaborate with the staff and parents to meet the needs of our students and families.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Parent school connection needs to continue to improve. **Root Cause:** Under-utilization of communication with parents including social media.

**Problem Statement 2:** Relationship between staff and school community is limited. **Root Cause:** Lack of opportunities for staff outreach in the school communities.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

All teachers and paraprofessionals are highly qualified. The GISD Human Resources department determines that applicants are highly qualified before they are allowed to interview for employment. Teachers and paraprofessionals attend Summer Conference. Participation in Summer Conference is mandatory. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS). Teachers are expected to participate in collaborative groups. GAP will be utilized to help teachers grow.

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 are given a PLC conference. This time is used to better understand the standards, discuss activities, discuss interventions and remediations.

Teachers are expected to plan together and also work with the ISS to create engaging purposeful lessons.

## Staff Quality, Recruitment, and Retention Strengths

Our PLC process supports all teachers at every level. We are a collaborative group of people, working together to best meet the needs of all of our students. Every student, every day at their level is the mission of our staff. We utilize the RIVS system to identify quality applicants to start the process. We look for ways to recognize the staff throughout the year.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Retention and consistency **Root Cause:** Change in processes and procedures.

**Problem Statement 2:** Acclimating to the Baccus culture. **Root Cause:** Time needed to adjust and develop relationships.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

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

STAAR, Benchmarks, Common Formative Assessments, Ed. Galaxy, iStation, DRA, 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 & educational field trips are used to teach the TEKS. Motivation Science, Stemsopes, Fountas and Pinnell Guided Reading, Houghton Mifflin Harcourt Go Math, Social Studies Weekly, STEMScopes, Lucy Calkins Units of Study, Patterns of Power Plus & educational field trips are some of the materials used to teach the TEKS. Problem Based Learning will be implemented in all classrooms. PLC will be implemented focusing on the TEKS in every classroom.

Each grade level has a COW of Chromebooks and iPads. Each classroom has four-five student computers. The classrooms also have a DLP projector, Smart boards, teachers stations including document cameras and docking stations, and sound systems including an amplifying microphone with speakers. Ipads and Chromebooks are available for the teacher to checkout for students in the library.

## Curriculum, Instruction, and Assessment Strengths

Common Formative Assessments - Teams of teachers bi-weekly meet to create assessments focused on the Readiness TEKS selected by the state. Interventions are then planned based on the data from these assessments and students are grouped based on strengths and weaknesses on that TEK. Students get instruction on their current level with a certified teacher for a two week period, and are then re-assessed in daily observation/assessment.

Guided Reading is being implemented in grades K-5. The focus is meeting students where they are in reading, scaffolding the learning to close the gaps and get to grade-level appropriate material or above.

Pirate Times - focused intervention everyday in math/reading, for every student, on his/her current level of the standards.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Grade-level teams are learning to work together in planning for all students, incorporating well thought out lessons based on the readiness standards into everyday class instruction. **Root Cause:** The need to strengthen team planning with the Instructional Specialist, focusing on implementing the lessons developed in PLC.

# Parent and Community Engagement

## Parent and Community Engagement Summary

We will continue to work on building our PTO and ensure that parents participate in Baccus functions.

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

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

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

Classroom volunteer

Reading/Math/Science volunteer tutor

Join and actively participate in PTO

Share career experiences with students

Field trip chaperone

Attend student performances

Attend parent information meetings

Parent teacher conferences

Health & Safety Fair

Book Fairs / Family Reading Nights

Miler's Club

Baccus Garden

BEAM Volunteer Mentor Program

The PTO and CLT Committee give parents and community members an opportunity to be involved in decision making.

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

### **Parent and Community Engagement Strengths**

Our BEAM program continues to grow. We will continue to have curriculum nights, musicals, Kid's Hope, art showcases, GISD serves, veterans' breakfast, PTO nights, holiday celebrations, first responders recognition, family picnic, and other opportunities for parents to participate with their student(s) at Baccus.

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Need to find meaningful ways for parents to be a part of Baccus. **Root Cause:** Lack of communication and parent understanding of events

**Problem Statement 2:** Need additional resources for struggling families. **Root Cause:** Acclimation time for new CIS personnel

# School Context and Organization

## School Context and Organization Summary

District Vision – Innovation, Engagement and Leadership

School Mission – The mission of Nettie Baccus Elementary School is to inspire hope and foster learning for every student, everyday.

Staff members are involved in decision making by serving on the Campus Leadership Team. The Title I budget is developed by central office personnel. Teachers give input through 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. All teachers have an opportunity to contribute by collaborating with their grade level leader as well as the grade level meetings.

The State of Texas Assessments of Academic Readiness (STAAR) will be administered in third, fourth and fifth grade. Benchmarks and Common Assessments are administered to all grades. All grades will administer Common Formative Assessments based on the Readiness Standards. Ed. Galaxy will be administered for K-5 to determine level of intervention in math. Istation reading and DRA assessments are administered throughout Grades K-5. TELPAS data is gathered and analyzed for English Language Learners. These are all quantitative data sources.

## School Context and Organization Strengths

PLC Process - We are in year four of our PLC implementation campus wide. The PLC (professional learning communities) allow teacher to meet bi-weekly and discuss the Readiness standards as identified by the state. Teams break down the standard, develop lessons that cover the standard for tier one instruction, and develop Common Formative Assessments to be given when they feel students have reached mastery. Students are then broken into groups based on the performance on the CFA, and interventions are provided for all students.

Maker Space - We have implemented Maker-Space on our campus this school year. Students create, build, take apart, develop, and experiment with a variety of robots, blocks, technology, and hydraulics collaboratively.

## **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Less than 85% of students performing on grade level . **Root Cause:** The wide variety of students in each grade-level makes it difficult for one teacher to meet the needs of each student. Pirate time activities fail to target the specific needs of every child.

# Technology

## Technology Summary

The teachers are all provided a laptop computer. There is a computer on wheels cart available for each grade level. Each teacher has an LCD projector, Smartboard, teacher station, and sound system. Campus provides a Z-Space and Google Expedition VR.

## Technology Strengths

Baccus is considered one to one with all the available technology. Teachers are becoming more comfortable with incorporating technology into the classroom. We developed grade level expectations for technology so that we can better push our students. Increased social media presence.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Students are consuming technology versus creating as intended. **Root Cause:** Lack of choice of opportunity and/or utilization.

**Problem Statement 2:** Teachers' lack of knowledge of the vast resources available to them by the district. **Root Cause:** Lack of communication and awareness.



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8

## **Student Data: Student Groups**

- STEM/STEAM data
- Dyslexia Data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

## **Employee Data**

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## **Parent/Community Data**

- Parent engagement rate

## **Support Systems and Other Data**

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

# Goals

**Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.**

**Performance Objective 1:** Improve student performance according to state standards, including subgroups in all academic areas to return to a "C" rating at minimum

**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. We will implement a post-check after CFA interventions. Input a remediation time on Fridays, as well as provide after-school tutoring.</p>	Classroom Teachers, Instructional Specialists	Schedules, Intervention documentation & Increased common assessments & STAAR percentage scores. The impact of a post-check will allow for a greater understanding of student mastery.				
<b>Funding Sources:</b> Title I (211) - 0.00, Local (199) - 0.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b></p> <p>2) Provide a variety of academic &amp; motivational resources to support student understanding and mastery of TEKS including: student goal setting and tracking. Resources include: 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), Storia, Nearpod, Science Starters, Lucy Calkins, Countdown to STAAR, &amp; Patterns of Power Plus.</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.				
<b>Funding Sources:</b> Title I (211) - 0.00						
<p><b>Comprehensive Support Strategy</b></p> <p>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, &amp; discuss implementation.</p>	Instructional Specialist, curriculum department personnel, classroom teachers	Student growth will be measured through intentional planning, observation of classes and lessons, CFA scores, ESGI and Pirate Time interventions.				
<p><b>Comprehensive Support Strategy</b></p> <p>4) LEP Students will be supported through:  - vocabulary words through a variety of strategies (Flocabulary, word walls in classrooms, modeling).  - sentence stems  - reflect writing (explorations in non-fiction writing),  - response to text  -Yearly field trips</p>	Principal, Instructional Specialist, Teachers	Increase in language and vocabulary for LEP students.				
<b>Funding Sources:</b> ESL/Bilingual (25) - 0.00						
<p><b>Comprehensive Support Strategy</b></p> <p>5) All instructional staff will participate in the PLC process and teacher goal setting/data tracking to identify areas of needed growth based on common assessment &amp; benchmark data</p>	Principal, Curriculum Specialist	Data-driven instruction and intervention				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<b>Comprehensive Support Strategy</b> 6) Provide enrichment opportunities for identified gifted and talented students and mentor program for at-risk students	I.S. & teachers	Schedules & student products; Increase STAAR percentage scores at all levels by 7%.				
	<b>Funding Sources:</b> Title I (211) - 0.00, Gifted (21) - 0.00					
7) Double block 5th grade ELAR and team teaching in 3rd-4th grade.						
8) Teachers will be intentional when planning and in PLC conversations for the deliberate transfer of reading skills to STAAR (critical thinking and deeper comprehension)	Principal, ISS, Teachers	Lesson plans will be focused and intentional to meet these goals.				


**Goal 1:** We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

**Performance Objective 2:** Students will participate in enrichment (GT, UIL, Maker Space, Camp Baccus) and remediation (BEAM, LLI, tutoring, pirate time) opportunities

**Evaluation Data Source(s) 2:** Data Log

**Summative Evaluation 2:**

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				



100% = Accomplished    → = Continue/Modify    0% = No Progress    X = Discontinue

**Goal 1:** We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

**Performance Objective 3:** Improve need areas in system safeguards to 60%:  
(See TIP and data tracking)

**Evaluation Data Source(s) 3:** System safeguard status report.

**Summative Evaluation 3:**

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.				
<b>Funding Sources:</b> Title I (211) - 0.00						

**Goal 1:** We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

**Performance Objective 4:** Differentiated instruction through guided reading , guided math, and pirate time in response to data collected from a variety of formative and summative assessments

**Evaluation Data Source(s) 4:** Data Log

**Summative Evaluation 4:**

**Goal 1:** We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

**Performance Objective 5:** Every student will receive highly rigorous Tier 1 instruction that is reflected in lesson plans and aligned to state standards and conversations generated through the PLC process

**Evaluation Data Source(s) 5:** Lesson Plan Feedback Forms  
PLC agendas

**Summative Evaluation 5:**



**Goal 2: We will commit to support student success by providing and retaining the appropriate quantity of qualified staff.**

### Goal 3: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

**Performance Objective 1:** Provide opportunities for parent and community service. PTO events: Muffins With My Lady, Doughnuts with Dudes, Picture Day, Field Day, grade level activities (Ex. Rice Babies). Pancake breakfast, grandparents lunch, veterans breakfast, first responders breakfast, and GISD serves.

**Evaluation Data Source(s) 1:** Volunteer Hours documented in Raptor

#### Summative Evaluation 1:

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	Increased parent involvement.				
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.	Increased relationships with the community.				
<b>Funding Sources:</b> Title I (211) - 0.00						

**Goal 3:** We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

**Performance Objective 2:** Utilize new partnership with Communities In Schools to offer a variety of resources for Baccus students and their families.

**Evaluation Data Source(s) 2:** CIS reports.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Strengthen communication between CIS and Baccus Staff, work with CIS to seek out new resources for students and families, and improve process for teacher referrals to CIS. CIS will reach out to partner with the high school's CTE program.	Principal, AP, Counselor, Nurse, CIS, & Teachers	A better understanding and improved knowledge of students and families in crisis. More families will have their needs supported.				
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue						

**Goal 3:** We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

**Performance Objective 3:** 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. Implement character education program.

**Evaluation Data Source(s) 3:** Parent feedback and parent participation rates at events. Sign in sheets at parent events and B.E.A.M/Kid's Hope mentor sign-in. Recognize students monthly who are exhibiting the character trait of the month.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Strengthen CHAMPS, Boys Town strategies, and goal-setting . Implement the new district adopted character ed program.	Principal, Vice Principal, Counselor, CIS, Instructional Specialists, Teachers, & Other Support Staff	Reduced Office referrals, consistent expectations across the campus, positive work environment for staff. The expected impacts will be a more consistent focus across the campus to become more goal-driven.				
<b>Funding Sources:</b> Local (199) - 0.00						
2) Provide opportunities outside of the school day, CIS activities, Music Programs, Art Shows, Curriculum Nights, 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.				
<b>Funding Sources:</b> Title I (211) - 0.00, Local (199) - 0.00						
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.				
<b>Funding Sources:</b> Title I (211) - 0.00						
4) 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.				


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
5) Create school unity through daily morning assembly with birthdays, GISD fight song & announcements including a Monday morning dance	Principal, AP, Teachers	Build school spirit and a positive environment for all students and faculty.				

**Goal 3:** We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

**Performance Objective 4:** Utilize Campus Leadership Team (CLT) to determine and evaluate professional development needs of the campus.

**Evaluation Data Source(s) 4:** CLT agendas

**Summative Evaluation 4:**

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	Increased communication between all stakeholders.				
						


**Goal 3:** We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

**Performance Objective 5:** Maintain a comprehensive list of available resources from the Counselor and the CIS personnel.


**Evaluation Data Source(s) 5:** Parent feedback & review of list

**Summative Evaluation 5:**

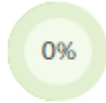
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Direct families needing assistance to resources within the district and community	Counselor & Vice Principal, CIS, Nurse, Principal, and Teachers	Reduced number of families in crisis.				
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				




= Accomplished



= Continue/Modify



= No Progress










= Discontinue

## Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

**Performance Objective 1:** Host Science, Math, and Reading family nights.

**Evaluation Data Source(s) 1:** Sign in sheets.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Each year we will host multiple curriculum nights to give students and families opportunities to engage in educational activities as a family.	All staff	Increased family involvement and educational experiences. Increased positive relationships and communication.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						



**Goal 4:** We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

**Performance Objective 2:** Implement Character Counts Program

**Evaluation Data Source(s) 2:** Student of the Month  
Character Pillars lessons

**Summative Evaluation 2:**

**Goal 4:** We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

**Performance Objective 3:** Mission, Vision, and Value artifacts displayed in classrooms and hallways

**Evaluation Data Source(s) 3:** Artifacts

**Summative Evaluation 3:**


**Goal 5: We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.**

**Performance Objective 1:** Provide technology professional development on First Monday of each month.


**Evaluation Data Source(s) 1:** 70% 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.	Principal, Campus Technology Staff as well as District Technology Staff	Improved and expanded technology use in the classroom, allowing increase in student choice				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 5:** We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.

**Performance Objective 2:** Provide responsible digital citizenship training for all students K-5.

**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	Students will have a better understanding of internet safety.				

**Goal 6: We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.**

**Goal 7: We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.**


## Goal 8: 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 plans as well as active intruder drills.

**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, New safety officer	A safer environment for students and staff.				
2) Campus state and local safety trainings including: *10 GISD Required Trainings *Student Drills (Fire, Tornado, Nuclear, Lock-down, Bus Evac) *Science Lab Safety *Stop the Bleed	Principal/AP, Teachers, Transportation Department	For students and staff to be better prepared in case of an emergency situation				
3) Maintain 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	Students safely transition from school to home				



100% = Accomplished    → = Continue/Modify    0% = No Progress    X = Discontinue

# 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>

## Personnel for Baccus Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
LaDonna	LLI Paraprofessional	State Comp Ed	1.0
Madeline Williams	LLI Paraprofessional	State Comp Ed	1.0



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Belinda Linker	Instructional Specialist	Title I Part A	1.0
Kelly Eppler	Instructional Specialist	Title I Part A	1.0

# Addendums