

Granbury Independent School District
Baccus Elementary School
Campus Improvement Plan
2020-2021



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

Nettie Baccus Elementary strives to provide a variety of quality educational opportunities in an outstanding instructional program for pre-kindergarten through fifth grade. BES instructional programs are designed to meet individual needs and maximize student success. BES employees a staff of approximately 65 individuals. Programs for special populations include: At-Risk, Title 1, English as a Second Language, Gifted and Talented, and Special Education.

The campus demographic profile is as follows (as of Fall 2020):

White - 42%
Hispanic - 58%
African American - 2%
Other - 10%
Economically Disadvantaged - 85%
Bilingual/ESL - 12%
At-Risk - %
GT - 4%
Special Education - 18%
Attendance - %

Demographics Strengths

- Female students out scored the male students by 32% in 4th grade Reading, and 14% in 4th grade Math
- Male students out scored the female students by 19% in 5th grade Science
- Special Education student scores went up in all grades in both Reading and Math except 4th grade Reading.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The Economically Disadvantaged student group under-performed in Reading and Math academic growth and did not meet the target of closing the gaps. **Root Cause:** Progress monitoring and response to intervention have not been specific to student needs. Interventions have not been timely and specific.

Problem Statement 2 (Prioritized): The White and Hispanic student group under-performed in Reading and Math academic growth and did not meet the target of closing the gaps. **Root Cause:** Progress monitoring and response to intervention have not been specific to student needs. Interventions have not been timely and specific.

Problem Statement 3 (Prioritized): The Special Education student group under-performed in Writing (22% at approaches or above), Reading (32% at approaches or above), and Math (37% at approaches or above). **Root Cause:** Strengthen collaboration between general education and special education along with planning and intervening together.

Student Learning

Student Learning Summary

Based on the data from the 2019 Accountability Report, Nettie Baccus Elementary students achieved the following passing rates: BES was rated at unacceptable performance on the 2019 Accountability Report with an overall score of (F). Domain 1 - Student Achievement had a score of 62%. Domain 2a - Academic Growth had a score of 58%. Domain 2B - Relative Performance had a score of 66%. Domain 3 - Closing the Gap had a score of 35%. No Distinctions were earned.

Approaches Grade Level:

Reading-59%

Hispanic -54%

White - 61%

Economically Disadvantaged - 53%

EL - 36%

Math -64%

Hispanic - 59%

White - 67%

Economically Disadvantaged - 61%

EL - 45%

Writing -56%

Science - 63%

Hispanic - 50%

White - 68%

Economically Disadvantaged - 59%

EL - 44%

All Grade Levels 2016 2017 2018 2019

Reading 65% 65% 71% 59%

Math 61% 67% 72% 64%

Writing 65% 52% - 56%

Science 74% 71% 66% 63%

Student Learning Strengths

- SPED students went up in all grades ELAR and Math.

- Campus Goals have been established for the percentage of students scoring at meets and above for 50% or higher.
- PLC meetings focus on monitoring individual student gains.
- RtI has been added to the Master Schedule for 45 minutes daily all done at the same time each day.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of students scoring at the meets and masters level is below the campus goal of 50% or higher. **Root Cause:** Progress monitoring and response to intervention need to be more specific to student need. Interventions are not timely and specific. Extensions will be specific to extending the depth of rigor on the current grade level TEKS.

Problem Statement 2 (Prioritized): There was a significant drop in Domain 2A: Academic Growth from 2018 (74%) to 2019 (61%). **Root Cause:** Monitor each individual student - student by student and standard by standard every three to six weeks at minimum.

Problem Statement 3 (Prioritized): Student regression is imminent. **Root Cause:** Closure of two to three months in the spring due to COVID-19.

School Processes & Programs

School Processes & Programs Summary

Baccus Elementary employs teachers who are ESL certified and who meet all certification requirements in their academic teaching area. Academic teachers have certifications in Gifted and Talented. Our Pre-Kindergarten program is a full day program with teachers who meet the criteria of a High Quality Pre-Kindergarten program. Implementation and alignment of Professional Learning Communities (PLC) is a focus campus wide with ongoing training to support all staff. The goals of PLC are to create a vertical alignment of skills with aligned common assessments to drive instruction and student achievement. Students who are not making adequate progress are targeted through response to intervention (RTI) programs. Students who are making adequate progress are being challenged in extension groups to support students earning the masters level on STAAR tests through response to intervention. BES is focused on post-secondary readiness to ensure graduates are prepared to enter college, a career or military. The campus has a comprehensive technology program that gives all students and staff access to various devices. All teachers use instructional technology and strategies to enhance the learning environment.

School Processes & Programs Strengths

1. All teachers and administrators are required to complete yearly EL training.
2. All teachers are required to complete yearly GT training.
3. Pre-Kindergarten teachers receive 30+ hours of early childhood training or coaching and are required to have Special Education certification to provide early interventions.
4. All administrators have been trained in the PLC process to provide support on campus.
5. BES has clearly defined procedures available to all staff through the online Campus Handbook in BES Faculty Google Classroom and the District Handbook.
6. Instructional Technologists assist staff with implementation of technology in the classrooms.
7. Behavior room is available to assist with student individual needs and social skills.
8. Two instructional coaches are available to assist teachers as needed.
9. Systematically tracking data to determine individual student needs.
10. A campus-wide schedule blocks 20 minutes off for the classroom teacher to provide social emotional lessons and character education first thing every morning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Response to Intervention (RTI) should be focused not only on interventions for low performing TEKS but also on extensions and higher level thinking activities as well. This includes planned intervention/extension activities and fluid groupings that change with student progress. **Root Cause:** RtI interventions AND extensions plans and student groupings have not been consistently monitored and reassessed every three weeks.

Problem Statement 2 (Prioritized): There has been an increase of Dyslexia, Speech, and Special Education referrals for K-3 students. **Root Cause:** The state now requires all Kindergarten and First Grade tier 2 and tier 3 students to be screened for reading difficulties. The Corrective Action Plan has put new regulations and guidelines in place for screening.

Problem Statement 3 (Prioritized): There has been a drastic decline in academic success and progress. **Root Cause:** There was a lack of campus wide systems to support student behaviors and social skills so the learning environment is not interrupted.

Perceptions

Perceptions Summary

Nettie Baccus Elementary has a comprehensive family engagement plan and parental involvement activities. Surveys are conducted annually to receive feedback from our stakeholders and action plans are written if needs are identified. As a Title I campus, opportunities for parental involvement and supplemental resources to enhance the home to school connection are provided. Multiple methods for parent communication are utilized including website, skylerts, newsletters, emails, DOJO, phone calls, conferences, facebook, and twitter. BES has a PTO and volunteer opportunities for parents and community members. Parents and community members are encouraged to participate in the campus decision-making process as well as in promoting the attributes and successes offered through the site-based decision making committee. BES focuses on ensuring a safe and orderly environment for all students and staff through implementation of an aligned Emergency Operations Plan. BES has an armed security officer housed on campus.

Perceptions Strengths

1. Parent communications are provided in Spanish and English.
2. Multiple opportunities are provided for parental and community involvement.
3. Safety audits confirm a safe and orderly environment throughout the campus.
4. Continually taking informative measures through CLT plus/deltas and staff surveys to check on campus culture/needs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Baccus Elementary needs additional resources to support struggling families. **Root Cause:** 85% of the students at BES are economically disadvantaged and we have a heavy caseload of students receiving special services.

Problem Statement 2 (Prioritized): Baccus Elementary needs to find meaningful ways to involve parents in order to connect school and home. **Root Cause:** Lack of communication and parent knowledge of upcoming events happening on campus.

Problem Statement 3 (Prioritized): School will run differently with ever-changing protocols during the 2020-21 school year. **Root Cause:** Unknown of the impact from day to day due to COVID-19.

Priority Problem Statements

Problem Statement 1: The Economically Disadvantaged student group under-performed in Reading and Math academic growth and did not meet the target of closing the gaps.

Root Cause 1: Progress monitoring and response to intervention have not been specific to student needs. Interventions have not been timely and specific.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The White and Hispanic student group under-performed in Reading and Math academic growth and did not meet the target of closing the gaps.

Root Cause 2: Progress monitoring and response to intervention have not been specific to student needs. Interventions have not been timely and specific.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The Special Education student group under-performed in Writing (22% at approaches or above), Reading (32% at approaches or above), and Math (37% at approaches or above).

Root Cause 3: Strengthen collaboration between general education and special education along with planning and intervening together.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The percentage of students scoring at the meets and masters level is below the campus goal of 50% or higher.

Root Cause 4: Progress monitoring and response to intervention need to be more specific to student need. Interventions are not timely and specific. Extensions will be specific to extending the depth of rigor on the current grade level TEKS.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There was a significant drop in Domain 2A: Academic Growth from 2018 (74%) to 2019 (61%).

Root Cause 5: Monitor each individual student - student by student and standard by standard every three to six weeks at minimum.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Response to Intervention (RTI) should be focused not only on interventions for low performing TEKS but also on extensions and higher level thinking activities as well. This includes planned intervention/extension activities and fluid groupings that change with student progress.

Root Cause 6: Rtl interventions AND extensions plans and student groupings have not been consistently monitored and reassessed every three weeks.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There has been an increase of Dyslexia, Speech, and Special Education referrals for K-3 students.

Root Cause 7: The state now requires all Kindergarten and First Grade tier 2 and tier 3 students to be screened for reading difficulties. The Corrective Action Plan has put new regulations and guidelines in place for screening.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Baccus Elementary needs additional resources to support struggling families.

Root Cause 8: 85% of the students at BES are economically disadvantaged and we have a heavy caseload of students receiving special services.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Baccus Elementary needs to find meaningful ways to involve parents in order to connect school and home.

Root Cause 9: Lack of communication and parent knowledge of upcoming events happening on campus.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: There has been a drastic decline in academic success and progress.

Root Cause 10: There was a lack of campus wide systems to support student behaviors and social skills so the learning environment is not interrupted.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Student regression is imminent.

Root Cause 11: Closure of two to three months in the spring due to COVID-19.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: School will run differently with ever-changing protocols during the 2020-21 school year.

Root Cause 12: Unknown of the impact from day to day due to COVID-19.

Problem Statement 12 Areas: Perceptions

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
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- 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: Meet or exceed a target score of 70 in Domain 1-Student Achievement, Domain 2-Student Progress, Domain 3-Closing the Gaps. Improve student performance according to state standards, including subgroups in all academic areas to return to a "C" rating at minimum. See HB 3 addendum for early reading and math goals for PK-3rd grade.

















HB3 Goal

Evaluation Data Sources: MAPS data, common formative assessments, district benchmarks, and State Accountability data.

Summative Evaluation: None

<p>Strategy 1: Provide supplemental interventions to support student success through campus-wide Baccus Pirate Time. We will implement a post-check after CFA interventions.</p> <p>Strategy's Expected Result/Impact: Schedules, Intervention documentation & Increased common assessments & STAAR percentage scores. The impact of a post-check will allow for a greater understanding of student mastery.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Specialists</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p> <p>Funding Sources: Instructional Materials & Tutors - Title I (211), Instructional Materials - Local (199)</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: Provide a variety of academic & motivational resources to support student understanding and mastery of TEKS including: student goal setting and tracking. Resources include: workshops, materials, hands on field trips, & computer programs.</p> <p>Strategy's Expected Result/Impact: Student will be on or above grade level academically in reading and math.</p> <p>Staff Responsible for Monitoring: Classroom teachers and Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p> <p>Funding Sources: - Title I (211)</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

<p>Strategy 3: LEP Students will be supported through:</p> <ul style="list-style-type: none"> - 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>Strategy's Expected Result/Impact: Increase in language and vocabulary for LEP students.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 3</p> <p>Funding Sources: Materials - ESL/Bilingual (25)</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 4: All instructional staff will participate in the PLC process (bi-monthly) and teacher goal setting/data tracking to identify areas of needed growth based on common assessment & benchmark data</p> <p>Strategy's Expected Result/Impact: Data-driven instruction and intervention for intentional planning. MAPS data, formative assessment data, benchmarks</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists, Curriculum Specialist</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 3</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 5: Provide enrichment opportunities for identified gifted and talented students and mentor program for at-risk students</p> <p>Strategy's Expected Result/Impact: Schedules & student products; Increase STAAR percentage scores at all levels by 7%.</p> <p>Staff Responsible for Monitoring: I.S. & teachers</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Tutor - Title I (211), Enrichment/GT Tutor - Gifted (21)</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 6: Hire intervention support teacher to assist both virtual and face to face students in closing gaps in all academic areas.</p> <p>Strategy's Expected Result/Impact: Gains in student achievement identified through MAPS data, formative assessments, benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialists</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1</p> <p>Funding Sources: School Improvement Grant - Title I (211)</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
				

<p>Strategy 7: Differentiated instruction through guided reading , guided math, and pirate time in response to data collected from a variety of formative and summative assessments.</p> <p>Strategy's Expected Result/Impact: BAS data will show gains, Formative assessments on math skills will show gains, MAPS data will show gains</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialists, and Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1</p>	Reviews			
	Formative			Summative
	Dec 	Feb 	Apr 	June
<p>Strategy 8: Provide Students and Parents opportunities that will enhance experiences to close the achievement gap.</p> <p>Strategy's Expected Result/Impact: 1. Student-Led conferences implemented campus wide PK-5 at minimum of twice this year. By having students share their academic goals with parents it will help to hold them accountable. 3. Student Communicator Folders will go home every night to provide parents with insight on students behavior as well as academic assignments.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - Perceptions 2</p>	Reviews			
	Formative			Summative
	Dec 	Feb 	Apr 	June
<p>Strategy 9: Provide Saturday School and bus transportation for struggling students in the Spring of 2021.</p> <p>Strategy's Expected Result/Impact: To improve reading, math and writing skills for our struggling students.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - Perceptions 1</p>	Reviews			
	Formative			Summative
	Dec 	Feb 	Apr 	June
<p>Strategy 10: Train and support multiple teachers and paraprofessionals on the LLI intervention kits.</p> <p>Strategy's Expected Result/Impact: Targeted small group instruction will result in an increase of scores.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Reviews			
	Formative			Summative
	Dec 	Feb 	Apr 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The Economically Disadvantaged student group under-performed in Reading and Math academic growth and did not meet the target of closing the gaps. Root Cause: Progress monitoring and response to intervention have not been specific to student needs. Interventions have not been timely and specific.</p>
<p>Problem Statement 2: The White and Hispanic student group under-performed in Reading and Math academic growth and did not meet the target of closing the gaps. Root</p>

Cause: Progress monitoring and response to intervention have not been specific to student needs. Interventions have not been timely and specific.
Problem Statement 3: The Special Education student group under-performed in Writing (22% at approaches or above), Reading (32% at approaches or above), and Math (37% at approaches or above). Root Cause: Strengthen collaboration between general education and special education along with planning and intervening together.
Student Learning
Problem Statement 1: The percentage of students scoring at the meets and masters level is below the campus goal of 50% or higher. Root Cause: Progress monitoring and response to intervention need to be more specific to student need. Interventions are not timely and specific. Extensions will be specific to extending the depth of rigor on the current grade level TEKS.
Problem Statement 2: There was a significant drop in Domain 2A: Academic Growth from 2018 (74%) to 2019 (61%). Root Cause: Monitor each individual student - student by student and standard by standard every three to six weeks at minimum.
Problem Statement 3: Student regression is imminent. Root Cause: Closure of two to three months in the spring due to COVID-19.
School Processes & Programs
Problem Statement 1: Response to Intervention (RTI) should be focused not only on interventions for low performing TEKS but also on extensions and higher level thinking activities as well. This includes planned intervention/extension activities and fluid groupings that change with student progress. Root Cause: RtI interventions AND extensions plans and student groupings have not been consistently monitored and reassessed every three weeks.
Perceptions
Problem Statement 1: Baccus Elementary needs additional resources to support struggling families. Root Cause: 85% of the students at BES are economically disadvantaged and we have a heavy caseload of students receiving special services.
Problem Statement 2: Baccus Elementary needs to find meaningful ways to involve parents in order to connect school and home. Root Cause: Lack of communication and parent knowledge of upcoming events happening on campus.
Problem Statement 3: School will run differently with ever-changing protocols during the 2020-21 school year. Root Cause: Unknown of the impact from day to day due to COVID-19.

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

Performance Objective 1: 90% of teachers will remain in their current teaching assignment for at least three years.

Evaluation Data Sources: Campus Roster

Summative Evaluation: None

<p>Strategy 1: Staff classroom management training focusing on consistency, strategies, using the campus behavior room, implementing calming corners in the classrooms and collaborating on individual students.</p> <p>Strategy's Expected Result/Impact: Teachers will become experts in managing student behaviors. Discipline referrals will reduce. Staff survey results will show that teachers will feel supported with addressing student behaviors.</p> <p>Staff Responsible for Monitoring: Administration, Behavior Teacher, and counselor</p> <p>ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 3</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: Establish campus-wide behavior system and procedures.</p> <p>Strategy's Expected Result/Impact: Staff survey results will show that teachers will feel supported with addressing student behaviors.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 3</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 3: The Instructional Specialists will mentor and coach teachers on campus.</p> <p>Strategy's Expected Result/Impact: Teachers will be supported and grow professionally. Walk throughs will provide evidence of Instructional Specialists coaching. PLC agendas will provide evidence of Instructional Specialists being involved in the process and data collecting.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2, 3</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The Economically Disadvantaged student group under-performed in Reading and Math academic growth and did not meet the target of closing the gaps. Root Cause: Progress monitoring and response to intervention have not been specific to student needs. Interventions have not been timely and specific.</p>
<p>Problem Statement 2: The White and Hispanic student group under-performed in Reading and Math academic growth and did not meet the target of closing the gaps. Root Cause: Progress monitoring and response to intervention have not been specific to student needs. Interventions have not been timely and specific.</p>

Problem Statement 3: The Special Education student group under-performed in Writing (22% at approaches or above), Reading (32% at approaches or above), and Math (37% at approaches or above). **Root Cause:** Strengthen collaboration between general education and special education along with planning and intervening together.

School Processes & Programs








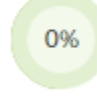
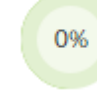




Problem Statement 3: There has been a drastic decline in academic success and progress. **Root Cause:** There was a lack of campus wide systems to support student behaviors and social skills so the learning environment is not interrupted.

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

Performance Objective 2: Provide meaningful and relevant professional development surrounding needs of students and staff.

Evaluation Data Sources: Walkthroughs, GAP, Staff Surveys, Student data

Summative Evaluation: None

<p>Strategy 1: Provide professional development on developing formative and summative assessment/strategies to address progress monitoring that will ensure effective instruction and learning. Assessing FOR Learning - Systematic, Systemic, and Sustainable</p> <p>Strategy's Expected Result/Impact: Teachers will implement the formative assessment strategies in their lessons regularly therefore, student scores should increase in all subject areas.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 2, 3</p>	Reviews			
	Formative			Summative
	Dec 	Feb 	Apr 	June
<p>Strategy 2: MAPS training and coaching - best testing environment/strategies, how to read reports, building intervention and/or extension groups from data.</p> <p>Strategy's Expected Result/Impact: Teachers will understand how to read reports and use the data to build fluid small groups.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialists</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2, 3 - School Processes & Programs 1</p>	Reviews			
	Formative			Summative
	Dec 	Feb 	Apr 	June
<p>Strategy 3: Provide co-teaching training for Special Education and General Education teachers.</p> <p>Strategy's Expected Result/Impact: Teachers will become more effective in best practices for co-teaching and collaboration.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialists</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 3</p>	Reviews			
	Formative			Summative
	Dec 	Feb 	Apr 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: The Economically Disadvantaged student group under-performed in Reading and Math academic growth and did not meet the target of closing the gaps. Root Cause: Progress monitoring and response to intervention have not been specific to student needs. Interventions have not been timely and specific.</p>
<p>Problem Statement 2: The White and Hispanic student group under-performed in Reading and Math academic growth and did not meet the target of closing the gaps. Root Cause: Progress monitoring and response to intervention have not been specific to student needs. Interventions have not been timely and specific.</p>

Cause: Progress monitoring and response to intervention have not been specific to student needs. Interventions have not been timely and specific.

Problem Statement 3: The Special Education student group under-performed in Writing (22% at approaches or above), Reading (32% at approaches or above), and Math (37% at approaches or above). **Root Cause:** Strengthen collaboration between general education and special education along with planning and intervening together.

Student Learning

Problem Statement 2: There was a significant drop in Domain 2A: Academic Growth from 2018 (74%) to 2019 (61%). **Root Cause:** Monitor each individual student - student by student and standard by standard every three to six weeks at minimum.

Problem Statement 3: Student regression is imminent. **Root Cause:** Closure of two to three months in the spring due to COVID-19.

School Processes & Programs








Problem Statement 1: Response to Intervention (RTI) should be focused not only on interventions for low performing TEKS but also on extensions and higher level thinking activities as well. This includes planned intervention/extension activities and fluid groupings that change with student progress. **Root Cause:** RtI interventions AND extensions plans and student groupings have not been consistently monitored and reassessed every three weeks.

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

Performance Objective 1: 100% of BES will provide opportunities for parent and community service. Due to COVID-19, the PTO will evaluate ways to be creative to keep parents involved.

Evaluation Data Sources: Volunteer Hours documented in Raptor

Summative Evaluation: None

Strategy 1: Create and maintain a PTO board and increase PTO membership. Strategy's Expected Result/Impact: Increased parent involvement. PTO Agendas and enrollment. Staff Responsible for Monitoring: Principal, PTO Staff Members, Teachers Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy Problem Statements: Perceptions 2	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Host multiple events to give students and families opportunities to engage in educational activities. (virtually and face to face) Strategy's Expected Result/Impact: Increase parental involvement Staff Responsible for Monitoring: Campus Leadership Team and PTO Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy Problem Statements: Perceptions 2, 3	Reviews			
	Formative			Summative
	Dec 	Feb 	Apr 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Baccus Elementary needs to find meaningful ways to involve parents in order to connect school and home. Root Cause: Lack of communication and parent knowledge of upcoming events happening on campus.
Problem Statement 3: School will run differently with ever-changing protocols during the 2020-21 school year. Root Cause: Unknown of the impact from day to day due to COVID-19.

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

Performance Objective 2: 100% of BES will utilize partnership with Communities In Schools to offer a variety of resources for Baccus students and their families.

Evaluation Data Sources: CIS reports.

Summative Evaluation: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: A better understanding and improved knowledge of students and families in crisis. More families will have their needs supported.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, Nurse, CIS, & Teachers</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:














Perceptions
<p>Problem Statement 1: Baccus Elementary needs additional resources to support struggling families. Root Cause: 85% of the students at BES are economically disadvantaged and we have a heavy caseload of students receiving special services.</p>

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: 100% of BES will implement a social-emotional learning curriculum to promote student mental health and emotional well being.

Evaluation Data Sources: Walkthroughs, campus procedures and systems

Summative Evaluation: None

<p>Strategy 1: Implement character education and social emotional skills daily in the Master Schedule.</p> <p>Strategy's Expected Result/Impact: Life skills will be evident in student's actions. To increase student understanding of making good choices and staying in the learning environment.</p> <p>Staff Responsible for Monitoring: Administration, counselor, teachers</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p>	Reviews			
	Formative			Summative
	Dec 	Feb 	Apr 	June
<p>Strategy 2: A different character trait will be addressed each six weeks with a weekly quote announced at assembly every morning .</p> <p>Strategy's Expected Result/Impact: The trait and quote will help encourage good character in our students which will be seen throughout their choices during the day.</p> <p>Staff Responsible for Monitoring: Administration and counselor</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec 	Feb 	Apr 	June
<p>Strategy 3: Baccus Elementary will implement Red Ribbon Week with various drug prevention programs and speakers</p> <p>Strategy's Expected Result/Impact: Educate students on the negative effects of drug use and reduce number of suspensions and DAEP placements due to drug possessions.</p> <p>Staff Responsible for Monitoring: Counselor and administration</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Dec 	Feb 	Apr 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:








Perceptions
<p>Problem Statement 1: Baccus Elementary needs additional resources to support struggling families. Root Cause: 85% of the students at BES are economically disadvantaged and we have a heavy caseload of students receiving special services.</p>

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: 100% of BES will implement, integrate, and utilize specific online learning platforms in order to increase student's understanding and effectiveness in navigating virtual learning.

Evaluation Data Sources: Seesaw, Google Classroom, HelloID, Parent feedback

Summative Evaluation: None

<p>Strategy 1: Teachers will train all students on how to use the designated platform for their grade level. PK-2 is Seesaw and Grades 3-5 are Google Classroom.</p> <p>Strategy's Expected Result/Impact: To support student success if the district is forced to go virtual due to COVID-19.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialist, Librarian, Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Perceptions 3</p>	Reviews			
	Formative			Summative
	Dec 	Feb 	Apr 	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Performance Objective 1 Problem Statements:





Perceptions
<p>Problem Statement 3: School will run differently with ever-changing protocols during the 2020-21 school year. Root Cause: Unknown of the impact from day to day due to COVID-19.</p>

Goal 6: We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.

Performance Objective 1: Baccus will monitor effective use of the School Improvement Grant quarterly.

Evaluation Data Sources: School Improvement Budget

Summative Evaluation: None

<p>Strategy 1: Provide professional development on developing formative and summative assessment/strategies to address progress monitoring that will ensure effective instruction and learning. Assessing FOR Learning - Systematic, Systemic, and Sustainable</p> <p>Strategy's Expected Result/Impact: Teachers will implement the formative assessment strategies in their lessons regularly therefore, student scores should increase in all subject areas.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 2, 3</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: Hire intervention support teacher to assist both virtual and face to face students in closing gaps in all academic areas.</p> <p>Strategy's Expected Result/Impact: Gains in student achievement identified through MAPS data, formative assessments, benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialists</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1</p> <p>Funding Sources: School Improvement Grant - Title I (211)</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The Economically Disadvantaged student group under-performed in Reading and Math academic growth and did not meet the target of closing the gaps. Root Cause: Progress monitoring and response to intervention have not been specific to student needs. Interventions have not been timely and specific.</p>
<p>Problem Statement 2: The White and Hispanic student group under-performed in Reading and Math academic growth and did not meet the target of closing the gaps. Root Cause: Progress monitoring and response to intervention have not been specific to student needs. Interventions have not been timely and specific.</p>
<p>Problem Statement 3: The Special Education student group under-performed in Writing (22% at approaches or above), Reading (32% at approaches or above), and Math (37% at approaches or above). Root Cause: Strengthen collaboration between general education and special education along with planning and intervening together.</p>
Student Learning

Problem Statement 1: The percentage of students scoring at the meets and masters level is below the campus goal of 50% or higher. **Root Cause:** Progress monitoring and response to intervention need to be more specific to student need. Interventions are not timely and specific. Extensions will be specific to extending the depth of rigor on the current grade level TEKS.

Problem Statement 2: There was a significant drop in Domain 2A: Academic Growth from 2018 (74%) to 2019 (61%). **Root Cause:** Monitor each individual student - student by student and standard by standard every three to six weeks at minimum.

Problem Statement 3: Student regression is imminent. **Root Cause:** Closure of two to three months in the spring due to COVID-19.

School Processes & Programs








Problem Statement 1: Response to Intervention (RTI) should be focused not only on interventions for low performing TEKS but also on extensions and higher level thinking activities as well. This includes planned intervention/extension activities and fluid groupings that change with student progress. **Root Cause:** RtI interventions AND extensions plans and student groupings have not been consistently monitored and reassessed every three weeks.

Goal 6: We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.

Performance Objective 2: 100% of BES classrooms will build a foundation for our students to have a successful educational career.

Evaluation Data Sources: Graduation Rates, Student Progress

Summative Evaluation: None

Strategy 1: Provide a full day high quality PK. Strategy's Expected Result/Impact: All eligible 4 year olds will complete PK and participate in the CLI Engage Assessment. Staff Responsible for Monitoring: Administration and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Targeted Support Strategy Problem Statements: Demographics 1, 2, 3 - Student Learning 3	Reviews			
	Formative			Summative
	Dec 	Feb 	Apr 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:








Demographics
Problem Statement 1: The Economically Disadvantaged student group under-performed in Reading and Math academic growth and did not meet the target of closing the gaps. Root Cause: Progress monitoring and response to intervention have not been specific to student needs. Interventions have not been timely and specific.
Problem Statement 2: The White and Hispanic student group under-performed in Reading and Math academic growth and did not meet the target of closing the gaps. Root Cause: Progress monitoring and response to intervention have not been specific to student needs. Interventions have not been timely and specific.
Problem Statement 3: The Special Education student group under-performed in Writing (22% at approaches or above), Reading (32% at approaches or above), and Math (37% at approaches or above). Root Cause: Strengthen collaboration between general education and special education along with planning and intervening together.
Student Learning
Problem Statement 3: Student regression is imminent. Root Cause: Closure of two to three months in the spring due to COVID-19.

Goal 7: 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.

Performance Objective 1: BES administration will monitor student demographics to maintain the most effective learning environment for our students 100% of the time.

Evaluation Data Sources: Campus Map, Class Sizes, Teacher-Student Ratio

Summative Evaluation: None

<p>Strategy 1: BES monitors each student's individual needs as they enroll before making class placement.</p> <p>Strategy's Expected Result/Impact: To ensure students are placed in the best learning environment that meets their needs.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2, 3</p>	Reviews			
	Formative			Summative
	Dec 	Feb 	Apr 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The Economically Disadvantaged student group under-performed in Reading and Math academic growth and did not meet the target of closing the gaps. Root Cause: Progress monitoring and response to intervention have not been specific to student needs. Interventions have not been timely and specific.</p>
<p>Problem Statement 2: The White and Hispanic student group under-performed in Reading and Math academic growth and did not meet the target of closing the gaps. Root Cause: Progress monitoring and response to intervention have not been specific to student needs. Interventions have not been timely and specific.</p>
<p>Problem Statement 3: The Special Education student group under-performed in Writing (22% at approaches or above), Reading (32% at approaches or above), and Math (37% at approaches or above). Root Cause: Strengthen collaboration between general education and special education along with planning and intervening together.</p>

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: 100% of BES will implement an aligned Emergency Operation Plan.

Evaluation Data Sources: EOP Folders

Summative Evaluation: None








<p>Strategy 1: BES staff will be made aware of student allergies and special medical needs.</p> <p>Strategy's Expected Result/Impact: Known Allergies will be posted at every classroom's door. Teachers will be aware of student allergies and special medical needs which will allow them to possibly avoid serious allergic reactions or incidents.</p> <p>Staff Responsible for Monitoring: Nurse and Administration</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: Practice ongoing safety protocols and communicate proficiency to students and staff through: staff meetings, classroom discussions, etc. including debrief after state required drills. (Fire, tornado, lock down, active shooter, AED, CPR, etc.)</p> <p>Strategy's Expected Result/Impact: Response times improve, all stakeholders are clear on expectations during an emergency.</p> <p>Staff Responsible for Monitoring: Administration, safety team</p> <p>Problem Statements: Perceptions 3</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 3: School will run differently with ever-changing protocols during the 2020-21 school year. Root Cause: Unknown of the impact from day to day due to COVID-19.</p>

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 2: 100% of BES will have GISD procedures for visitors posted in the front office.

<p>Strategy 1: All Visitors will report to the front office, be screened through Raptor, and receive a visitor's badge. COVID-19 Protocol will be followed.</p> <p>Strategy's Expected Result/Impact: This system will allow us to monitor safety of staff and students closely.</p> <p>Staff Responsible for Monitoring: Front Office Team, Administration, Teachers/Staff</p> <p>Problem Statements: Perceptions 3</p>	Reviews				
	Formative			Summative	
	Dec 	Feb 	Apr 	June	
 No Progress		 Accomplished		 Continue/Modify	 Discontinue

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 3: School will run differently with ever-changing protocols during the 2020-21 school year. Root Cause: Unknown of the impact from day to day due to COVID-19.</p>

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 3: 100% of BES will monitor discipline referrals and infractions for all student populations.

Evaluation Data Sources: Skyward, Behavior Log

Summative Evaluation: None

<p>Strategy 1: Staff will follow the campus level 1, level 2, and level 3 referral chart. If a level 2 offense occurs, teachers will input the data into the Google Forms spreadsheet. The behavior teacher or the assistant principal will input level 3 offenses.</p> <p>Strategy's Expected Result/Impact: Behavior teacher will address level 2 and 3 offenses. She will provide behavior interventions to students to help remediate the behavior and to help teach proper behavior choices. Minimal instructional time will be lost to disruptive behaviors.</p> <p>Staff Responsible for Monitoring: Administration and Behavior Teacher</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2, 3</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: The Economically Disadvantaged student group under-performed in Reading and Math academic growth and did not meet the target of closing the gaps. Root Cause: Progress monitoring and response to intervention have not been specific to student needs. Interventions have not been timely and specific.</p>
<p>Problem Statement 2: The White and Hispanic student group under-performed in Reading and Math academic growth and did not meet the target of closing the gaps. Root Cause: Progress monitoring and response to intervention have not been specific to student needs. Interventions have not been timely and specific.</p>
<p>Problem Statement 3: The Special Education student group under-performed in Writing (22% at approaches or above), Reading (32% at approaches or above), and Math (37% at approaches or above). Root Cause: Strengthen collaboration between general education and special education along with planning and intervening together.</p>

State Compensatory

Budget for Baccus Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 e 11 6118 00 105 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$26,166.00
211 e 11 6118 00 105 30 1 000	6118 Extra Duty Stipend - Locally Defined	\$30,000.00
199 e 11 6125 00 105 0 24 000	6125 Salary Support - Locally Defined	\$92,722.00
6100 Subtotal:		\$148,888.00
6300 Supplies and Services		
199 e 11 6395 CI 105 0 24 390	6395 Supplies, DP Operations - Locally Defined	\$5,340.00
199 e 11 6395 MM 105 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$20,000.00
199 e 11 6397 CA 105 0 24 000	6397 Other Equipment - Locally Defined	\$7,210.00
199 e 11 6397 EG 105 0 24 000	6397 Other Equipment - Locally Defined	\$3,045.00
199 e 11 6397 IS 105 0 24 000	6397 Other Equipment - Locally Defined	\$5,000.00
199 e 11 6397 MM 105 0 24 180	6397 Other Equipment - Locally Defined	\$3,086.00
6300 Subtotal:		\$43,681.00

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Belinda Linker	Instructional Specialist	Title I	1
Brenda King	Intervention Support Teacher	School Improvement Title I	1
Kelly Eppler	Instructional Specialist	Title I	1

Campus Funding Summary

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials		\$0.00
Sub-Total					\$0.00
ESL/Bilingual (25)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Materials		\$0.00
Sub-Total					\$0.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials & Tutors		\$0.00
1	1	2			\$0.00
1	1	5	Tutor		\$0.00
1	1	6	School Improvement Grant		\$0.00
6	1	2	School Improvement Grant		\$0.00
Sub-Total					\$0.00
Gifted (21)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Enrichment/GT Tutor		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

Baccus Elementary

2020-2021 Campus Plan

At-A-Glance

Mission/ Value Statement

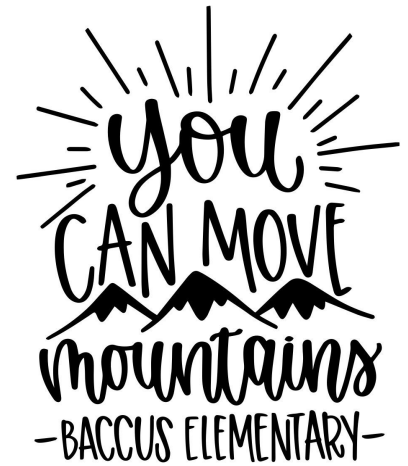
The needs of our students come first.

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:** Meet or exceed a target score of 70 in Domain 1-Student Achievement, Domain 2-Student Progress, Domain 3-Closing the Gaps. Improve student performance according to state standards, including subgroups in all academic areas to return to a "C" rating at minimum. See HB 3 addendum for early reading and math goals for PK-3rd grade.

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

- **Performance Objective 1:** 90% of teachers will remain in their current teaching assignment for at least three years.
- **Performance Objective 2:** Provide meaningful and relevant professional development surrounding needs of students and 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:** 100% of BES will provide opportunities for parent and community service. Due to COVID-19, the PTO will evaluate ways to be creative to keep parents involved.
- **Performance Objective 2:** 100% of BES will utilize partnership with Communities In Schools to offer a variety of resources for Baccus students and their families.

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:** 100% of BES will implement a social-emotional learning curriculum to promote student mental health and emotional well being.

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:** 100% of BES will implement, integrate, and utilize specific online learning platforms in order to increase student's understanding and effectiveness in navigating virtual learning.

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.

- Baccus will monitor effective use of the School Improvement Grant quarterly.
- 100% of BES classrooms will build a foundation for our students to have a successful educational career.

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.

- BES administration will monitor student demographics to maintain the most effective learning environment for our students 100% of the time.

Goal 8: 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:** 100% of BES will implement an aligned Emergency Operation Plan.
- **Performance Objective 2:** 100% of BES will have GISD procedures for visitors posted in the front office.
- **Performance Objective 3:** 100% of BES will monitor discipline referrals and infractions for all student populations.

Nettie Baccus Elementary
HB 3
Early Reading and Math Goals

Kinder/Reading	2020 (Baseline)	2021	2022	2023	2024
Hispanic					
White					
Two or More					
Sped.					
ECD					
EL					
Cont. Enrolled					
Non/Cont. Enrolled					

1 st /Reading	2020 (Baseline)	2021	2022	2023	2024
Hispanic					
White					
Two or More					
Sped.					
ECD					
EL					
Cont. Enrolled					
Non/Cont. Enrolled					

2 nd /Reading	2020 (Baseline)	2021	2022	2023	2024
Hispanic					
White					
Two or More					
Sped.					
ECD					
EL					
Cont. Enrolled					
Non/Cont. Enrolled					

3rd/Reading/STAAR	2019 (Baseline)	2020	2021	2022	2023
Hispanic	34	COVID	37 (+1)	38(+1)	40(+2)
White	34	COVID	35 (+1)	36(+1)	38(+2)
Two or More	NA	COVID			
Sped.	7	COVID	8(+1)	10(+2)	13(+2)
ECD	30	COVID	31 (+1)	33(+2)	37(+2)
EL	38	COVID	39(+1)	41(+2)	44(+2)
Cont. Enrolled	32	COVID	33(+1)	35(+2)	38(+2)
Non/Cont. Enrolled	35	COVID	36(+1)	38(+2)	41(+2)

Kinder/Math	2020 (Baseline)	2021	2022	2023	2024
Hispanic					
White					
Two or More					
Sped.					
ECD					
EL					
Cont. Enrolled					
Non/Cont. Enrolled					

1 st /Math	2020 (Baseline)	2021	2022	2023	2024
Hispanic					
White					
Two or More					
Sped.					
ECD					
EL					
Cont. Enrolled					
Non/Cont. Enrolled					

2 nd /Math	2020 (Baseline)	2021	2022	2023	2024
Hispanic					
White					
Two or More					
Sped.					
ECD					
EL					
Cont. Enrolled					
Non/Cont. Enrolled					

3 rd /Math	2020 (Baseline)	2021	2022	2023	2024
Hispanic	31	32 (+1)	34 (+2)	36 (+2)	39 (+3)
White	26	27 (+1)	29(+2)	31(+2)	33(+2)
Two or More	NA				
Sped.	7	9 (+2)	11(+2)	13(+2)	15(+2)
ECD	27	28 (+1)	30(+2)	32(+2)	34(+2)
EL	38	39(+1)	40(+1)	41(+1)	42(+1)
Cont. Enrolled	25	26 (+1)	27(+1)	29(+2)	31(+2)
Non/Cont. Enrolled	30	31 (+1)	32(+1)	33(+1)	35(+2)

Red=Data

Black=Goals