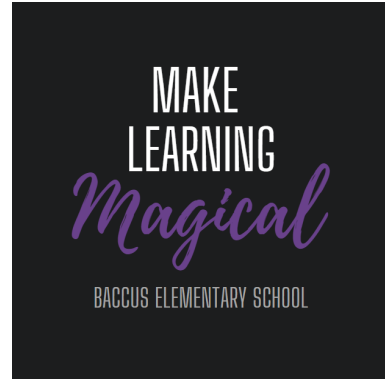


Baccus Elementary

2021-2022 Campus Plan

At-A-Glance



Mission/ Value Statement

Our Mission is to provide a safe and nurturing environment that will inspire and challenge all students to learn and develop into productive, responsible citizens.

Vision

We believe providing an optimal environment enables each student to discover his or her full learning potential.

Student Value Statement

“I can. I will. I matter.”

Staff Value Statements

- We believe every student can grow in all areas and become life-long learners.
- We believe students’ futures are impacted by experiences.
- We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.
- We believe positive relationships are essential for successful learning.

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. HB 3 addendum for early reading and math goals for PK-3rd grade will be added once campus data is collected.

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. Professional development will be individualized based on grade level and specific teacher strengths and weaknesses.

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 character education program to enable students and adults in a community to understand and care about core values such as: respect, responsibility, trustworthiness, citizenship, etc.

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.

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 and the ESF 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.

Granbury Independent School District

Baccus Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

Our Mission is to provide a safe and nurturing environment that will inspire and challenge all students to learn and develop into productive, responsible citizens.

Vision

We believe providing an optimal environment enables each student to discover his or her full learning potential.

Motto "I can. I will. I matter."

Value Statement

We believe every student can grow in all areas and become life-long learners.

We believe students' futures are impacted by experiences.

We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.

We believe positive relationships are essential for successful learning.

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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 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 May 2021):

White - 59%

Hispanic - 34%

African American - 1%

Other - 5%

Economically Disadvantaged - 81.4%

Bilingual/ESL - 15%

At-Risk - 52%

GT - 4%

Special Education - 20%

Attendance - 93%

Demographics Strengths

- Special Education student scores went up in all grades in both Reading and Math except 5th grade Reading STAAR.
- The White and Hispanic student groups were close in percentages of the number of students who met approaches in 3rd-5th grade Math STAAR.
- BES met three target areas out of fourteen in Closing the Gap on STAAR for the 2020-2021 school year. This is an increase from no target areas being met during the 2019-2020 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The Economically Disadvantaged student group under-performed in Writing STAAR. **Root Cause:** Lack of vertical planning for writing TEKS and academic vocabulary in grades K-5.

Problem Statement 2 (Prioritized): The White and Hispanic student groups had a large gap in the percentage at approaches on 4th and 5th grade Reading STAAR. **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 Hispanic student group under-performed in Science at all levels. **Root Cause:** ELPS strategies are not being implemented with consistency - academic language is weak. Lack of vertical planning for science TEKS and academic vocabulary in grades K-5.

Student Learning

Student Learning Summary

Based on the information from the preliminary 2021 data provided by the state. No ratings were given for the 2021 STAAR testing by the state. (Students who enrolled after the snapshot date were removed from the overall data for each subject.)

Approaches Grade Level:

Reading- 61%
Hispanic - 59%
White - 62%
Economically Disadvantaged - 58%
EL - 57%
Special Education - 35%

Math - 66%
Hispanic - 63%
White - 67%
Economically Disadvantaged - 63%
EL - 47%
Special Education - 44%

Writing - 33%
Hispanic - 27%
White - 33%
Economically Disadvantaged - 25%
EL - 19%
Special Education - 33%

Science - 59%
Hispanic - 48%
White - 59%
Economically Disadvantaged - 58%
EL - 38%
Special Education - 32%

All Grade Levels 2017 2018 2019 2021

Reading	65%	71%	59%	61%
Math	67%	72%	64%	66%
Writing	52%	-	56%	33%
Science	71%	66%	63%	59%

Student Comparison Data and Projected Goals

Reading	2019 STAAR	2021 STAAR	Cycle 1 - MAPS	Cycle 2 - MAPS	2022 STAAR Projected Goal (Note: Writing will be embedded in Reading STAAR this year)	Math	2019 STAAR	2021 STAAR	Cycle 1 - MAPS	Cycle 2 - MAPS	2022 STAAR
Approaches	59%	62%	62.00%	66.00%	72%	Approaches	64%	66%	64	66	76%
Meets	31%	36%	33.00%	36.00%	40%	Meets	34%	39%	30	34	39%
Masters	14%	18%	16.00%	18.00%	23%	Masters	20%	20%	15	18	20%
Assessment Used	STAAR	STAAR	BOY MAPS	MOY MAPS	STAAR	Assessment Used	STAAR	STAAR	BOY MAPS	MOY MAPS	STAAR
Total # Students taking assessment					211	Total # Students taking assessment					211
Science	2019 STAAR	2021 STAAR	Cycle 1 - MAPS	Cycle 2 - MAPS	2022 STAAR						
Approaches	63%	59%	59.00%	63.00%	67%						
Meets	35%	31%	20.00%	25.00%	31%						
Masters	22%	8%	5.00%	7.00%	10%						
Assessment Used	STAAR	STAAR	BOY MAPS	MOY MAPS	STAAR						
Total # Students taking assessment					77						

Student Learning Strengths

- Special Education percentage of students at the approaches level went up in all grades and all subject areas except 5th grade ELAR from 2019-2021.
- There was evidence that Special Education students made gains across the board from 2019 to 2021 which can be contributed to two additional resource teachers, implementing the co-teaching model, and grouping of students.

- Cohort data shows evidence of significant gains for our Economically Disadvantaged students (57%-73% Math and 45%-65% Reading) as well as our Special Education students (27%-55% Math and 20%-45% Reading).

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 30% 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): In the cohort data, there was a significant drop for our EL students in math (59% 2019 - 38% 2021). **Root Cause:** ELPS strategies are not being implemented with consistency - academic language is weak. Lack of vertical planning for science TEKS and academic vocabulary in grades K-5.

Problem Statement 3: STAAR scores show a downward trend from 2017-2021 in 5th grade science. **Root Cause:** Lack of vertical planning for science TEKS and academic vocabulary in grades K-5.

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. 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 an alignment of skills with aligned common assessments to drive instruction and student achievement. Students who are not making adequate progress are targeted through Multi-Tiered Systems of Support (MTSS) programs. Students who are making adequate progress are being challenged in extension groups to support students earning the masters level on STAAR tests through Multi-Tiered Systems of Support. 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. The Administrative Leadership team meets regularly to monitor growth in data and plan opportunities to grow leaders across the campus. Professional development will be individualized based on grade level and specific teacher strengths and weaknesses.

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. Vertical alignment teams work together to strengthen tier 1 instruction.
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 character education first thing every morning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Multi-Tiered Systems of Support (MTSS) 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:** MTSS 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.

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:** 81.4% 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 a consistent PTO Board, communication, and parent knowledge of ways to get involved with their child's school.

Problem Statement 3 (Prioritized): School will run differently with ever-changing protocols during the 2021-22 school year. **Root Cause:** Unknown of the impact from day to day due to COVID-19.

Priority Problem Statements

Problem Statement 1: The percentage of students scoring at the meets and masters level is below the campus goal of 30% or higher.

Root Cause 1: 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 1 Areas: Student Learning

Problem Statement 2: Multi-Tiered Systems of Support (MTSS) 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 2: MTSS interventions AND extensions plans and student groupings have not been consistently monitored and reassessed every three weeks.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: In the cohort data, there was a significant drop for our EL students in math (59% 2019 - 38% 2021).

Root Cause 3: ELPS strategies are not being implemented with consistency - academic language is weak. Lack of vertical planning for science TEKS and academic vocabulary in grades K-5.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The Economically Disadvantaged student group under-performed in Writing STAAR.

Root Cause 4: Lack of vertical planning for writing TEKS and academic vocabulary in grades K-5.

Problem Statement 4 Areas: Demographics

Problem Statement 5: The White and Hispanic student groups had a large gap in the percentage at approaches on 4th and 5th grade Reading STAAR.

Root Cause 5: Progress monitoring and response to intervention have not been specific to student needs. Interventions have not been timely and specific.

Problem Statement 5 Areas: Demographics

Problem Statement 6: There has been an increase of Dyslexia, Speech, and Special Education referrals for K-3 students.

Root Cause 6: 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 6 Areas: School Processes & Programs

Problem Statement 7: Baccus Elementary needs additional resources to support struggling families.

Root Cause 7: 81.4% of the students at BES are economically disadvantaged and we have a heavy caseload of students receiving special services.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Baccus Elementary needs to find meaningful ways to involve parents in order to connect school and home.

Root Cause 8: Lack of a consistent PTO Board, communication, and parent knowledge of ways to get involved with their child's school.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: School will run differently with ever-changing protocols during the 2021-22 school year.

Root Cause 9: Unknown of the impact from day to day due to COVID-19.

Problem Statement 9 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
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (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 benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality 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
- 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. HB 3 addendum for early reading and math goals for K-3rd grade will be added once campus data is collected.

HB3 Goal

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

Strategy 1 Details	Reviews			
<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>Funding Sources: Instructional Materials & Tutors - Title I (211), Instructional Materials - Local (199)</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<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>Funding Sources: - Title I (211)</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: 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> <p>Strategy's Expected Result/Impact: Increase in language and vocabulary for LEP students. Staff Responsible for Monitoring: Principal, Instructional Specialist, Teachers ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: Materials - ESL/Bilingual (25)</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<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 Staff Responsible for Monitoring: Principal, Instructional Specialists, Curriculum Specialist ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<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%. Staff Responsible for Monitoring: Campus Instructional Coaches & District level GT Teacher ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: Tutor - Title I (211), Enrichment/GT Tutor - Gifted (21)</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Hire two intervention support teachers and one paraprofessional to assist 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. Staff Responsible for Monitoring: Administration, Instructional Specialists TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: ESF Grant - Title I (211)</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Differentiated instruction through guided reading, Do the 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, Interventionists and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
<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 K-5 at minimum of twice this year. By having students share their academic goals with parents it will help to hold them accountable.</p> <p>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>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide Saturday School and bus transportation for struggling students in the Spring of 2022.</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>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Train and support multiple teachers and paraprofessionals on the LLI intervention kits as well as Do the Math.</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, Teachers, and Paraprofessionals</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>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Strategy 1 Details	Reviews			
<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>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a 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>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<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>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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. Professional development will be individualized based on grade level and specific teacher strengths and weaknesses.





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

Strategy 1 Details	Reviews			
<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>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<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>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Strategy 1 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

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.

Strategy 1 Details	Reviews			
<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>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 character education program to enable students and adults in a community to understand and care about core values such as: respect, responsibility, trustworthiness, citizenship, etc.





Evaluation Data Sources: Walkthroughs, campus procedures and systems

Strategy 1 Details	Reviews			
<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>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<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>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<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>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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.





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

Strategy 1 Details	Reviews			
<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>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 and the ESF grant quarterly.





Evaluation Data Sources: School Improvement Budget

Strategy 1 Details	Reviews			
<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>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<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>Funding Sources: School Improvement Grant - Title I (211)</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 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

Strategy 1 Details	Reviews			
<p>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</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Strategy 1 Details	Reviews			
<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>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Strategy 1 Details	Reviews			
<p>Strategy 1: BES staff will be made aware of student allergies and special medical needs. 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. Staff Responsible for Monitoring: Nurse and Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<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.) Strategy's Expected Result/Impact: Response times improve, all stakeholders are clear on expectations during an emergency. Staff Responsible for Monitoring: Administration, safety team</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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.


Strategy 1 Details	Reviews			
<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>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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

Strategy 1 Details	Reviews			
<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>	Formative			Summative
	Dec	Feb	Apr	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Belinda Linker	Instructional Specialist	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	ESF 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

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

Baccus Elementary

2021-2022 Campus Plan

At-A-Glance



Mission/ Value Statement

Our Mission is to provide a safe and nurturing environment that will inspire and challenge all students to learn and develop into productive, responsible citizens.

Vision

We believe providing an optimal environment enables each student to discover his or her full learning potential.

Student Value Statement

“I can. I will. I matter.”

Staff Value Statements

- We believe every student can grow in all areas and become life-long learners.
- We believe students’ futures are impacted by experiences.
- We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.
- We believe positive relationships are essential for successful learning.

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. HB 3 addendum for early reading and math goals for PK-3rd grade will be added once campus data is collected.

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. Professional development will be individualized based on grade level and specific teacher strengths and weaknesses.

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 character education program to enable students and adults in a community to understand and care about core values such as: respect, responsibility, trustworthiness, citizenship, etc.

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.

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 and the ESF 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.