

**Baty Elementary**  
**Campus Improvement Plan**

**2007-08**

**"A National Blue Ribbon School of Excellence"**

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Teachers (7) Non-Teaching Professionals (3)

Cox, Deb – 1st Grade Teacher Cochran, Dawn – Principal

McKinney, Deb – Kindergarten Teacher Montemayor, Jaye – Assistant Principal

Shotwell, Neal – FOCUS Teacher Vickers, Sandra – TAKS Coordinator

Levy, Alejandra – 2nd Grade Teacher

Johnson, Ivory – 4th Grade Teacher

Roeglin, Nancy – 6th Grade Teacher

Tweedy, Jane – 5th Grade Teacher

Parent/Business/Community (5)

Clark, Angel – PTO President

Ruiz, Salomon – Vice-President/Parent

Olguin, Javier- ACC – Community Mentor Program

Santellana, Daniel – Parent Liaison

Putting the Plan into action

With feedback and directions from staff and parents the Campus Advisory Team (CAT) writes the 2006 - 2007 Campus Improvement Plan (CIP).

The CAT, as Baty's leadership team, represents the staff, parents, and community and serves as the school improvement committee. Through consensus every staff person takes ownership for the CIP and is responsible for successfully implementing, monitoring and evaluating our

campus goals. The goals are based on the School Board District Goals.

- 1) Each staff member and every grade level/team will review the CIP and develop strategies for implementing appropriate objectives.
- 2) The CAT will review the CIP At its monthly meetings
- 3) The CIP will be reviewed at grade level and team leaders' meeting.
- 4) The CIP is a work in progress and can be updated at any time. On-going feedback is welcomed. The CAT will give mid-year assessment to the staff. Baty does a survey for staff, parents, students and community twice a year in the fall and spring.
- 5) The CAT and staff will evaluate the success of our CIP at the end of the year to generate feedback for writing next year's plan; develop next year's campus staff development plan to meet needs identified, and recommend a campus instructional model for allocation of federal and state funding.

#### DEL VALLE INDEPENDENT SCHOOL DISTRICT MISSION STATEMENT

Del Valle Independent School District, the community's educational leader, promotes and provides quality education through innovative programs for all children and community members.

#### DISTRICT GOALS 2006 - 2007

Del Valle ISD will:

- Goal 1: Del Valle ISD's instructional focus of the district will result in all student groups making annual improvement toward exemplary status.
- Goal 2: Del Valle ISD will ensure efficient and effective operations from all departments and campuses, including functioning in a fiscally responsible manner.
- Goal 3: Del Valle ISD will maintain a safe and disciplined environment for students, staff, and visitors on all school sites.
- Goal 4: The district shall recruit and retain a highly motivated, competent staff through training and an effective evaluation process.
- Goal 5: Del Valle ISD will provide quality facilities that are welcoming and accommodating for all students and staff.
- Goal 6: Del Valle ISD will promote involvement from parents and other community members that has a positive impact on promoting student achievement.

#### Baty Campus Goals 2006-2007

Baty Elementary will:

1. Baty's instructional focus will promote student achievement and lead to exemplary status.
2. Baty will implement inclusionary classroom practices, using Response to Intervention, Power of 2 and learning styles that better meet individual student needs within the classroom, including ELL, GT, and inclusion strategies.
3. Baty will collaboratively work with parents and adopters to ensure daily attendance is 98% or higher.
4. Failure is not an option. At Baty we will use effective assessment and interventions to reduce the number of students who receive failing grades and increase opportunities for success on local and state assessments.
5. Baty will provide opportunities for parents and the community to participate in activities that support campus and district goals.

#### Baty Needs Assessment

Spring Staff Survey: Strengths

- Our staff has high expectations for success.
- At our school there is frequent monitoring of student progress.
- Overall, students are well behaved in this school

Spring Staff Survey: Targets

- An effort is made to keep paperwork required by my campus to a minimum.

Student Attendance: finish (grades 1st – 6th)

2004 – 2005	4th	96.93%
2005 – 2006	4th	97.07%
2006 - 2007		97.09%
Difference		+ .02

TAKS Strengths

05/06

Gold Performance Acknowledgment – Attendance

5th Grade Math increased 13%

5th Grade Reading increased 12%

06/07

4th grade Writing, Reading, Math

SDAA met IEP goals on grade level

5th grade Reading

6th grade Reading/Math

TAKS Targets

Bilingual/ESL Math 3rd Grade Level

More Community Involvement

3's/4's on Writing

4th Grade Math/Reading/Writing

5th Grade Science/Reading/Math

Bilingual/ESL language acquisition instruction

Retentions

2003 – 2004 12 students

2004 – 2005 8 students

2005 – 2006 18 students  
2006 - 2007

Parent and Community Involvement:	2004-2005	2005-2006	2006-2007
Number of volunteers:	120	163	99
Volunteer hours:	1446	1244	1603
Number of volunteers in district top ten:	01	0	0
Number of mentors:	6	1	0
Number of mentor hours	31	3	0
Number of adopters:	18	13	12
Campus winners at district AAS celebration:	4	1	1

Principal Attestation  
Compliance with P.L. 107-110, Section 1119(i)  
Qualifications for Teachers and Paraprofessionals

Campus's Name: Baty Elementary LEA's Name: Del Valle

As required by P.L. 107-110, Section 1119(i) of Title I, Part A, I undersigned campus principal attest to the following for school year 2006-2007.

YES NO

- X 1. All teachers teaching in core academic subject areas and hired after the first day of 2006-07 school year and teaching in a program supported by Title I, Part A funds, are highly qualified.  
If "no" how many teachers were hired that is not highly qualified? \_\_\_\_\_
- X 2. The campus has included strategies in the Campus Improvement Plan to ensure that ALL teaching in core academic subjects are highly qualified no later than the end of 2006-07 school year. The plan includes annual, measurable objectives to annually increase the percentage of highly qualified teachers (1) teaching in the core academic subject areas, and (2) receiving high quality professional development to enable such teachers to become highly qualified and successful classroom teachers.
- X 3. All Title I, Part A paraprofessionals with instructional duties and hired after January 8, 2002, and teaching in a program supported by Title I, Part A funds have a high school diploma or its equivalent and meet the Title I, Part A qualifications based on their (1) completions of 2 years of education at an institution of higher education, or (2) earning an associate's (or higher) degree, or (3) having met a

rigorous standard of quality through a formal local academic assessment that assesses the knowledge of and the ability to assist in instructing reading, writing, and mathematics; or the knowledge of and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.

If "no", how many paraprofessionals were hired that do not meet the Title I, Part A qualifications? \_\_\_\_\_

- X 4. Documentation is maintained to substantiate that all Title I, Part A paraprofessionals who have instructional duties and were hired prior to January 8, 2002, have met the paraprofessional requirements or have a plan to satisfy the paraprofessional requirements no later than January 8, 2006.

Exception: Paraprofessionals (1) who are proficient in English and a language other than English and who provide services primarily to enhance the participation of children in Title I, Part A programs by acting as a translator; or (2) whose duties consist solely of conducting parental involvement activities consistent with P.L. 107-110, Section 1118 are not required to meet the highly qualified requirements for paraprofessionals.

#### Principal's Attestation Continued

- X 5. Paraprofessionals with instructional duties and working in a program supported with Title I, Part A funds are assigned to (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7)

provide instructional services to students in accordance with statute.

- X 6. Paraprofessionals who assume limited duties beyond classroom instruction or duties that do not benefit participating children are the same type of duties as assigned to other paraprofessionals who are not working in a program supported with Title I, Part A funds, and the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.
- X 7. Paraprofessionals in Title I, Part A programs providing instructional services to students are working under the direct supervision of a teacher where (1) the teacher plans the instructional activities; (2) the teacher evaluates the achievement of the student, and (3) the paraprofessional works in close and frequent physical proximity to the teacher.
- X 8. Copies of this Attestation are available at the campus and school district office and will be made available to the general public upon request.

\_\_\_\_\_  
Principal's Signature                      Date                      \_\_\_\_\_

\_\_\_\_\_  
Print Name

## School-Wide Program Plan

Baty Elementary uses its ESEA, Title I, part A and other federal funds to upgrade the entire instructional program by implementing a school-wide program as authorized under the provisions of Public Law 107-110, section 114.

The CAT site-based decision-making committee conducted a comprehensive needs assessment over a year to determine the strengths and needs of students, staff, parental involvement, community involvement, and facilities before deciding how to use the local, state, and federal resources available. Based on that assessment, the committee decided to concentrate on improving the passing rate of all students and all student groups on the TAKS. The long-range goal is to have 100% of all students and all student groups pass all parts to the TAKS.

To accomplish these objectives, the staff will use the Title I funds for school-wide reform strategies; content mastery for all students second grade and above; oral language for kindergarten; a TAKS coordinator who will supervise the tutoring program as well as TAKS preparation. Also federal monies will be used to fund one classroom reduction position, in third grade. Other funding sources, including Title II, part A and State Compensatory Education that are used to add additional teachers and paraprofessionals to reduce the overall class sizes at school.

Highly qualified teachers will carry out the instruction program. Only teachers who are certified by the state to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition, to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties and needs as determined by the staff. Professional development will be conducted both at the school and in the district. Funds from Title II part A and Title V, part A will be used to finance these activities.

Title I, part funds will be used to finance strategies to increase parental involvement at Baty, including the parent room, special materials, used in the parent volunteer program, and child care for preschool siblings while parents attend meetings. Parent education will be provided to parents who want to earn a GED or participate in ESL classes. Parent training will also be provided to parents who want to better meet their parenting needs.

Teachers will be included in decisions regarding the use of academic assessments to measure student performance, eg. TAKS, mock, benchmarks, Cogat, readiness, Dibels, DAR, etc. to implement new instructional strategies, modify existing ones, and/or discontinue existing strategies to better address student needs.

Students experiencing difficulty in mastering the TAKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not demonstrating mastery will be provided additional assistance in tutoring or assigned to alternative strategy interventions across the grade level.

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources, including State Compensatory Education and Title I funds. The Focus and Pass program will be jointly funded with special education monies and local monies.

The school will conduct parent-teacher conferences during which individual student performance on the state assessment will be explained to parents. The teacher will explain how the TAKS test measures the student's acquisition of the state's challenging curriculum, as well as make recommendations for improvement. The school will provide assistance for limited English proficient parents.

**Goal 1:** Baty's instructional focus will promote student achievement and lead to exemplary status.

**Correlates with:**

<p><b>District Goals</b> 1) Instructional Focus</p> <p><b>State Goals</b> 1) Performance - English                      2) Performance - Mathematics                      3) Performance - Science</p> <p><b>State Objectives</b> 9) Instructional Techniques</p> <p><b>Effective School Correlates</b> 3) Instructional Leadership</p> <p><b>Title I - Schoolwide Programs</b> 3) Instructional</p>
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**Indicators, Performance Data, and Performance Objectives**

**Indicator:** TAKS Reading

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	81 %	2007	≥ 90 %	2010-11	≥ 82.8 %	2008
African American	77 %	2007	≥ 90 %	2010-11	≥ 81.3 %	2008
Economically Disadvantaged	81 %	2007	≥ 90 %	2010-11	≥ 82.8 %	2008
Hispanic	81 %	2007	≥ 90 %	2010-11	≥ 84 %	2008
White	90 %	2007	≥ 95 %	2010-11	≥ 91.7 %	2008

**Indicator:** TAKS English/Lang. Arts

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	72 %	2007	≥ 90 %	2010-11	≥ 78 %	2008

**Indicator:** TAKS Math

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	72 %	2007	≥ 90 %	2010-11	≥ 75.6 %	2008
African American	47 %	2007	≥ 90 %	2010-11	≥ 61.3 %	2008
Economically Disadvantaged	72 %	2007	≥ 90 %	2010-11	≥ 78 %	2008
Hispanic	75 %	2007	≥ 90 %	2010-11	≥ 80 %	2008
White	89 %	2007	≥ 100 %	2010-11	≥ 92.7 %	2008

**Indicator:** TAKS Writing

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	91 %	2007	≥ 90 %	2010-11	≥ 91 %	2008
Economically Disadvantaged	92 %	2007	≥ 90 %	2010-11	≥ 92 %	2008
Hispanic	89 %	2007	≥ 90 %	2010-11	≥ 89.3 %	2008

**Indicator:** TAKS Science

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	35 %	2007	≥ 90 %	2010-11	≥ 53.3 %	2008
Economically Disadvantaged	36 %	2007	≥ 90 %	2010-11	≥ 54 %	2008
Hispanic	34 %	2007	≥ 90 %	2010-11	≥ 52.7 %	2008

## Strategies

<b>Goal 1 - Strategy 1</b>		<b>Reading</b>													
<i>Supports TAKS Reading - Grade: All Grades</i>															
<b>Leader(s):</b> Campus Admin	<b>Brief Description:</b> Baty Elementary will make measurable progress toward the requirement of the No Child Left Behind Act of 2001 that 100% of all Baty students are expect to pass the TAKS READING/Language Arts test by 2013-2014.	<b>Evaluation Benchmark:</b> Expect 90% of all students to pass TAKS READING test results school year.													
<b>Leader Progress Report Dates:</b> Monthly															
<b>Resources Required:</b> Reading A-Z Guided Readin	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> Local Funds Federal Funds Compensatory Ed. Budget Campus Budget										<b>Amount</b> \$0.00 \$1,000.00 \$5,000.00 \$500.00 <hr/> \$6,500.00			
<b>Timeline</b>															
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>	
Disaggregate TAKS Reading test results from the 2006-2007 school year and on going benchmarks to identify student needs.	Campus Admin & Dept of C&I	X	X	X	X	X	X	X	X	X	X			Identified reading objectives will increase student success in state and local assessments,	
Continue early identifications of reading deficits to address all student populations and create a system for monitoring ongoing student progress from year-to-year according to identified trends.	Classroom Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Formative: District developed and Teacher-made Benchmark Test, DIBELS, DRA, STAR testing, SAT Process, Breaking the Code,	

<b>Goal 1 - Strategy 1      Reading</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	
														Fluency Measures, Mock Released Tests. Summative: Passing rates on TAKS Reading test and end of year tests at 90%.
Teachers will participate in reading training.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Implementation of methods learned in training courses will result in an increase in scores on reading assessments (state and local).
Continue to monitor and evaluate methods of intervention for all students including but not limited to Class Size Reduction, Content Mastery, multi-sensory reading techniques for Dyslexia, ESL, Inclusion, RTI.	Admin, Teacher, Sp Ed teachers, TAKS Coordinator	X	X	X	X	X	X	X	X	X	X	X	X	Students identified and placed in special programs through GPC (ARI, AMI) and SAT process will increase success on local and state assessments.
Continue to provide extended learning times for students through after school and weekend.	Principal, Head Tutor, TAKS Coordinator	X	X	X	X	X	X	X	X	X	X	X	X	Formative: District developed and teacher-made Benchmark Tests Summative: Passing rates on TAKS and end of year tests at 90%.
Continue campus-based reading opportunities to meet the needs of students on both instructional and independent levels through guided reading practice.	Classroom teachers, Dyslexia, ESL, RTI, Librarian	X	X	X	X	X	X	X	X	X	X	X	X	Formative: Documentation of reading opportunities: Lesson Plans, A/R Reports and STAR Reports, RIF Thematic

<b>Goal 1 - Strategy 1</b>		<b>Reading</b>												
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>y</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>p</b>	<b>r</b>	<b>n</b>	<b>l</b>	
														Activities 3 times a year, DEAR, TAKS Vocabulary Lists, Critical Thinking Flip Chart K-6 vocabulary, Expository Reading in Science/Social Studies, Grade Level Fluency Measurement (Read Naturally), DIBELS Oral Reading Fluency (DORF), DIBELS Benchmarks K-6
Complete collaboration effort with University of Texas Reading Research Team to evaluate and disseminate findings from (K-3rd) reading intervention.		X	X	X	X	X	X	X	X	X	X	X	X	Formative: DIBELS, Teacher made Benchmark Tests, DRA, STAR testing, Summative: Passing rates on TAKS and end of year tests at 90%.
Assess, identify and provide intensive instruction for students at risk of failing the Reading TAKS. Parents of at-risk students will be notified of the child's status and necessary intervention.	Admin, Classroom teachers, TAKS Coord, SAT & RTI	X	X	X	X	X	X	X	X	X	X	X	X	Formative: Tutoring schedules, list of strategies and students served Summative: Passing rates on TAKS and end of year tests at 90%.
Attend training for staff in ESL and gifted instructional strategies to meet the needs of all students in the general class setting.	Admin & Teachers	X	X	X	X	X	X	X	X	X	X	X	X	
Ongoing assessments and benchmarks will	Campus Principals,	X	X	X	X	X	X	X	X	X	X	X	X	

<b>Goal 1 - Strategy 1      Reading</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	
be in place at all levels including exit level.	Classroom Teachers and TAKS Co													
Special populations, (migrant, bilingual/ELL, special education) have special needs that will be addressed through instructional strategies designed to meet their special needs.	LPAC, ARD, 504 Committee, Principal, BE/ESL Coordin	X	X	X	X	X	X	X	X	X	X			Formative: LPAC Minutes, Student IEP's, 504 Forms, TAKS results, Spanish TAKS results, Number G/T identified, Teacher made benchmark Summative: Passing rates on TAKS (90%) & TELPAS at English Mastery.
Utilize district data banks that interface historical testing data with local campus benchmark information. (AEIS-IT)	Dept. of C&I, Principal, TAKS Coordinator	X	X	X	X	X	X	X	X	X	X			AEIS-IT data reports Training sessions (sign-in sheets). Target interventions more specifically to meet student needs.
Provide teacher and paraprofessional training in differentiated instruction to continue to meet the needs of special population students in the reading classroom in preparation for TAKS.	Dept. of C&I, Admin	X	X	X	X	X	X	X	X	X	X			Implementation of teacher and paraprofessional training will increase student success on state and local assessments.
Assess, identify and provide intensive intervention for students at risk of failing the Reading TAKS. Parents of at-risk students will be notified of the child's status and necessary intervention.	Dept. Of C&I Admin, TAKS Coordinator, RTI Teachers,	X	X	X	X	X	X	X	X	X	X			Formative: Tutoring schedules, ARI, AMI-List of strategies and students served Summative: Passing rates on TAKS

<b>Goal 1 - Strategy 1      Reading</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	
Progress monitoring to guide instruction.	Classroom teachers (PKg-6th)	X	X	X	X	X	X	X	X	X	X			Formative: District developed and Teacher-made Benchmarks. Summative: Passing rates on TAKS

Goal 1 - Strategy 2		Science												
<i>There are no Indicators/Objectives that support this Strategy</i>														
<b>Leader(s):</b> Administration Staff	<b>Brief Description:</b> Make measurable progress toward the requirement of the No Child Left Behind Act of 2001 that 100% of Baby students are expect to pass the TAKS Science tests by 2013-2014.	<b>Evaluation Benchmark:</b> 75% of students will pass last school years TAKS Science test												
<b>Leader Progress Report Dates:</b> Monthly														
<b>Resources Required:</b> Staff	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> State Funds Local Funds Federal Funds										<b>Amount</b> \$0.00 \$0.00 \$0.00 <hr/> \$0.00		
<b>Timeline</b>														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
Continue efforts in aligning vertically as well as horizontally math and science curriculum. (AP, GT, tutorials, resource)	Admin Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Implementation on vertical and horizontal alignment will increase student success on state and local assessments.
Develop, use and maintain Plantasia, trees and schoolyard habitat to reinforce math/science activities.	PK-6th Classroom Teachers	X	X	X	X	X	X	X	X	X	X			Hands-on experiences, building community, improved/passing scores on benchmark tests and TAKS test
School-wide Science Day	Science Committee and Classroom Teachers											X		Hands-on experiences, building community,

<b>Goal 1 - Strategy 2 Science</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
	(PK-6)													improved/passing scores on benchmark tests and TAKS test scores.
Emphasize science vocabulary and activities throughout all instructional areas by using word walls.	Classroom teachers (K-6) Inst. Fac. Science Rep	X	X	X	X	X	X	X	X	X	X	X	X	Implementation of lesson plans showing activities will increase success on state and local assessments.
Continue to utilize current data to monitor and identify students' areas of need as well as to identify performance trends	C&I, Consultants, Admin & teachers	X	X	X	X	X	X	X	X	X	X	X	X	AEIS-I benchmarks. Teachers will be provided with data and receive access and training on interpreting data. Implementation of classroom instruction to increase student success on state and local assessments.
Provide differentiated instruction training for staff to meet the needs of all students in the general class setting.	C&I, consultants, Admin, teachers	X	X	X	X	X	X	X	X	X	X	X	X	Implementation in staff training will increase student success on state and local assessments.
Incorporate Science journals in science lessons, activities.	Classroom Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Improved/passing scores on benchmark tests and TAKS Test.
Beyond benchmarks exams teachers will incorporate experiential and questioning strategies to assess student understanding and engagement.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Students will make annual improvement and increased success on state and local

Goal 1 - Strategy 2		Science												Evaluation
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
														assessments.
The students will be expected to use testing tools on state and local assessments.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Implementation will increase student success on state and local assessments.

<b>Goal 1 - Strategy 3</b>		<b>Math</b>												
<i>Supports TAKS Math - Grade: All Grades</i>														
<b>Leader(s):</b> Admin Staff	<b>Brief Description:</b> Make measurable progress toward the requirement of the No Child Left Behind Act of 2001 that 100% of Baby students are expect to pass the TAKS Math tests by 2013-2014.	<b>Evaluation Benchmark:</b> 75% of students will pass last school years TAKS Science test												
<b>Leader Progress Report Dates:</b> Daily														
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>		
Teaching Aids	Number of FTE's: None	Campus Budget										\$0.00		
Local, State, Federal	None	Camp. Activity Fund Budget										\$0.00		
Campus Admin. Staff	Cost: None											<u>\$0.00</u>		
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
Disaggregate TAKS Math test for each item on the 2007 item analysis report. Establish objectives in areas that need improvements.	Admin, teachers (K-6), Dr Crook, TAKS Coord, In RTI	X	X	X	X	X	X	X	X	X	X	X	X	Formative: District and Teacher-developed Benchmark . Summative: Passing rates on EOY test and TAKS
Revise and develop math benchmark/landmark tests and/or mock tests for K-6th to reflect TEKS and TAKS objectives.	Testing Coord, teachers, Math Specialists, RTI tea	X	X	X	X	X	X	X	X	X	X	X	X	Formative: District and Teacher-made benchmark test Summative: Passing rates on EOY and TAKS
Provide day and after school tutoring for K-6th. Use diagnostic and prescriptive	Testing Coordinator Designated Math &	X	X	X	X	X	X	X	X	X	X	X	X	Formative: Tutoring schedules

<b>Goal 1 - Strategy 3 Math</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	
interventions as well as peer tutoring.	Science Spe													List of students served Summative: Passing rates on EOY test and TAKS
Implement vertical and horizontal alignment between grade levels, including special education and inclusion teachers by following distinct math time lines.	Admin, teachers	X	X	X	X	X	X	X	X	X	X	X	X	Implementation of activities will increase student success on state and local math assessment.
Incorporate technology in Math.	Teachers Computer teacher	X	X	X	X	X	X	X	X	X	X	X	X	Implementation of activities will increase student success on state and local assessment
Integrate Math vocabulary across the curriculum using word walls.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Implementation of activities will increase student success on state and local assessment
Continue to teach problem solving by integrating science with math.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Implementation of activities will increase student success on state and local assessment
Utilize the current data in elementary with testing information to follow student progress throughout the individual's school career.	Testing coordinators Math & Science Specialists an	X	X	X	X	X	X	X	X	X	X	X	X	Formative: AEIS-IT data reports Summative: Passing Rates on EOY test and TAKS
Provide training for staff in ESL and gifted instructional strategies to meet the needs of	Admin, C&I, Consultants	X	X	X	X	X	X	X	X	X	X	X	X	Participation in training will increase certified

<b>Goal 1 - Strategy 3      Math</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>p</b>	<b>a</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	
all students in the general class setting.														staff and student success on state and local math assessment.
Students will be required to use TAKS tools routinely on state and local assessment.	Teachers (K - 6th)	X	X	X	X	X	X	X	X	X	X	X	X	Implementation of activities will increase student success on state and local assessment

<b>Goal 1 - Strategy 4</b>		<b>Writing</b>													
<i>There are no Indicators/Objectives that support this Strategy</i>															
<b>Leader(s):</b> Campus Admin	<b>Brief Description:</b> The Baty will make measurable progress toward reaching exemplary status (>90% passing) for all Baty students on the TAKS WRITING test.	<b>Evaluation Benchmark:</b>													
<b>Leader Progress Report Dates:</b> monthly															
<b>Resources Required:</b> Training TEKS Writing Objs Rubrics Chart Literacy Lab	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None										<b>Amount</b>			
												\$0.00			
												\$0.00			
<b>Timeline</b>															
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>	
Implement within and across grade level planning and sharing of information on effective instructional techniques and strategies for writing skills throughout all content areas to target all students.	Dept. of C & I principal Grade Level Leaders	X	X	X	X	X	X	X	X	X	X	X	X	Schedule of meetings Sign-in sheets Lesson Plans	
Attend training for staff in ESL and gifted instructional strategies to meet the needs of all students in the general class setting.	Dept. of C & I	X	X	X	X	X	X	X	X	X	X	X	X	Increase the number of staff participating in these areas. Increase the number of staff certified in these areas.	
A writing component will be an essential part of every subject course from (K-6th), with emphasis on the following elements:	Admin & Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Benchmark Test, TAKS Test. Implementation of	

<b>Goal 1 - Strategy 4 Writing</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	
a. Students will write for varied purposes and audiences to demonstrate voice. b. Students will organize ideas in a clear and logical manner. c. Students will exhibit language control including mechanics, spelling, sentence structure, usage and handwriting. d. Integrate content specific vocabulary through writing lessons and word walls.														Writing in all subjects will increase student success on state and local assessments.
Teachers will have on-going training in the use of TAKS writing strategies including rubrics to evaluate compositions.	Dept of C & I, Admin, Teachers, Ms Base, Dr Crook	X	X	X	X	X	X	X	X	X	X			Benchmark and TAKS Scores. Passing rates on local and state assessments.
Tutoring and writing workshops will be provided for students during the school year.	PrincipalTAKS CoordinatorDept of C & ITutorsTeache	X	X	X	X	X	X	X	X	X	X			Tutoring records, Tutoring progress reports, teacher evaluations. Passing rates on local and state assessments.
Continue Mock TAKS testing in writing in grade 4th.	Principal TAKS Coordinator Teachers	X	X	X	X	X	X	X	X	X	X			Show progress on the mock test.
Students scoring a 3 or 4 on writing assessments and 90% or above on Grammar will receive special recognition.	Principal Teachers TAKS Coordinator	X	X	X	X	X	X	X	X	X	X			TAKS scores on state Writing assessment will reflect activity.
Students in grade 4 will be assessed in TAKS writing by an independent grader 2-4 times a year. Students in grade 2 will be assessed twice a year by an independent grader.	Dept of C&I Teachers	X	X	X	X	X	X	X	X	X	X			Writing samples will show progress to scores of 3 and 4.

<b>Goal 1 - Strategy 4 Writing</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>p</b>	<b>a</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	
Utilize grade 4 TEKS writing objectives for all students in (Kg-4th) and grade 8 TEKS and TAKS writing objectives in 5th and 6th grades.	Principal Teachers Admin	X	X	X	X	X	X	X	X	X	X			Increase on Writing TAKS scores.
Continue to use proofreading and editing marks during the writing process.	Admin Teachers Tutors Base	X	X	X	X	X	X	X	X	X	X			Increase on Writing TAKS scores.
Rubrics used to evaluate writing compositions. FIRST GRADE-Teach manuscript/penmanship following top to bottom formation, SECOND GRADE-Teach manuscript/penmanship following top to bottom formation, THIRD GRADE-Continue to teach manuscript/penmanship and introduce cursive in second semester, FOURTH GRADE- Focus on teaching penmanship.	Admin Teachers TAKS Coordinator	X	X	X	X	X	X	X	X	X	X			Implementation of Writing will increase student success on state and local assessments.

<b>Goal 1 - Strategy 5</b>		<b>Social Studies</b>													
<i>There are no Indicators/Objectives that support this Strategy</i>															
<b>Leader(s):</b> Campus Admin		<b>Brief Description:</b> The Baty will make measurable progress toward reaching exemplary status (>90% passing) for all Baty students on the TAKS SOCIAL STUDIES Test.					<b>Evaluation Benchmark:</b>								
<b>Leader Progress Report Dates:</b> None															
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>						<b>Amount</b>			
School Library		Number of FTE's: None				None						\$0.00			
Campus Admin. Staff		None										\$0.00			
Cost: None															
<b>Timeline</b>															
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>	
(K - 1st) will hold a winter celebration to learn about other cultures.	Teachers (K – 1st)					X								Student projects and participation will reflect knowledge of other cultures..	
Integrate Social Studies in all disciplines. In Language Arts focus on Expository reading and vocabulary.	Grade Level Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Integration of Social Studies vocabulary in all disciplines will increase student success on state and local assessments.	
Recognize the cultural diversity of the campus through cultural events and activities.	Admin Multicultural committee Classroom Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Student participation in cultural activities and events will increase student success on	

<b>Goal 1 - Strategy 5</b>		<b>Social Studies</b>												
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		u	e	c	o	e	a	e	a	r	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	state and local assessments.

<b>Goal 1 - Strategy 6</b>		<b>At Risk</b>													
<i>There are no Indicators/Objectives that support this Strategy</i>															
<b>Leader(s):</b> Campus Admin	<b>Brief Description:</b> Successfully meets the needs of all learners and reduce number of retainees.	<b>Evaluation Benchmark:</b>													
<b>Leader Progress Report Dates:</b> None															
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None													<b>Amount</b> \$0.00 \$0.00
<b>Timeline</b>															
<b>Activity</b>	<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>	
Student Assistance Team meets to address academic/behavior interventions.	Admin, teachers, Assessment staff		X	X	X	X	X	X	X	X	X	X		Students will receive needed assistance to address academic, speech, physical or behavioral concerns. Student needs are met to increase student success on state and local assessments.	
Tutoring/Extended Day/Behavior Support for At-Rick students.	Admin, teachers, counselors	X	X	X	X	X	X	X	X	X	X	X		Students who are low performing on local assessments will benefit from targeted interventions to improve performance	

<b>Goal 1 - Strategy 6</b>		<b>At Risk</b>												
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	
														on state and local assessments.
Counseling Program implemented. Assess the counseling program. 1. Interventions for behavior contribute to fewer repeat referrals 2. Guidance lessons in classrooms 3. Participation in SAT Process contributes to early intervention student progress data 4. Support regular district wide parent meetings Students Counselor's report.	Counselors	X	X	X	X	X	X	X	X	X	X	X	X	At-Risk students will be more successful on state and local assessments.
Ongoing CATCH Program to increase student health: nutrition, physical fitness, parent/community involvement	PE Teachers, CATCH committee, Cafeteria, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	School Community will be informed on health and wellness issues. Strategies for implementation will increase wellness.
Behavior Support Programs PASS and FOCUS implemented for compliance. Social skills training and academic success. End-of-Year program assessment.	PASS TeacherPASS TADSAT members CounselorsNurse As	X	X	X	X	X	X	X	X	X	X	X	X	Intervention for identified students result in decreased need for office referrals and increase in successful days in classroom to improve performance on state and local assessments..

Goal 1 - Strategy 7		Special Education													
<i>There are no Indicators/Objectives that support this Strategy</i>															
<b>Leader(s):</b> Campus Admin	<b>Brief Description:</b> Baty will make measurable progress toward ensuring that all students with disabilities tested in grades 3-6 are assessed in compliance with the state's standard of TAKS tests at: 97%, SDAAs @ 2% and TAKS-ALT @ 1%.	<b>Evaluation Benchmark:</b>													
<b>Leader Progress Report Dates:</b> None															
<b>Resources Required:</b> Local, State, Federal	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None										<b>Amount</b> \$0.00 \$0.00			
<b>Timeline</b>															
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
Continue to provide staff development on: A. Timelines for initial evaluation and reevaluation. B. Least restrictive environments C. Related Services D. Inclusion training ("Power of Two") for general and special education staff	Admin SpEd Director	X	X	X	X	X	X	X	X	X	X			Elevated scores on TAKS testing/TAKS M and TAKS A. Database information regarding compliance requirements of Federal/State Laws in regard to these programs.	
Continue to monitor and refine system to implement the response to intervention for at risk at each campus.	Principals Counselors SAT Team Special Education	X	X	X	X	X	X	X	X	X	X			TAKS, Benchmarks, DIBELS, DRA, SRA will show gains. Reduction of students identified as SPED to 1% of total students	

<b>Goal 1 - Strategy 7 Special Education</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	
														enrolled.
Appropriate staff is knowledgeable about ARD committee decision- making rules for selecting appropriate state test instruments to ensure that special education students will take the highest-level assessment at which they can be successful.	ARD Committee	X	X	X	X	X	X	X	X	X	X	X	X	To ensure that special education students are given grade-level assessments to the maximum extent possible.  ARD Training schedule/
Database documenting overall TAKS participating statistics will be developed and maintained.	Special Education, C&I, LSSP	X	X	X	X	X	X	X	X	X	X	X	X	Database reports documentation for State/Federal Accountability
A continuum of alternative placements is available with supplemental aids and services.	Sp Ed, Admin, SAT & ARD Committee	X	X	X	X	X	X	X	X	X	X	X	X	Database information regarding compliance requirements of Federal/State Laws in regard to these programs.
Special populations, (migrant, ELL, special education, dyslexic and gifted) have special needs that will be addressed through instructional strategies designed to meet their special needs	LPACARD504 Committee G/T coordinator Principal Bilin g	X	X	X	X	X	X	X	X	X	X	X	X	Formative: LPAC minutes, Students' IEPs, 504 Forms, TAKS results, Spanish TAKS results, Number G/T identified, Teacher Made Benchmarks, Summative: Passing rates on TAKS and TELPAS.
Formative, LPAC minutes, Students' IEPs, 504 Forms, SDAA results, TAKS results, Spanish TAKS results, Number G/T	Principal Sp Ed, SAT and ARD Committee	X	X	X	X	X	X	X	X	X	X	X	X	Database information regarding compliance requirements of

Goal 1 - Strategy 7		Special Education												Evaluation
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	
identified, Teacher Made Benchmarks, Summative: Passing rates on TAKS, SDAA, LDAA, RPTE														Federal/State Laws in regard to these programs.
Streamline the SAT/RTI process for the teachers of students needing assistance. Teachers will have easy access to SATcommittee assistance and will show increased willingness to refer students who show signs of academic and/or behavioral difficulties.	SAT Committee	X	X	X	X	X	X	X	X	X	X	X	X	Participation in the SAT process will increase student success in testing on grade level.

<b>Goal 1 - Strategy 8</b>		<b>Technology</b>													
<i>There are no Indicators/Objectives that support this Strategy</i>															
<b>Leader(s):</b> Campus Admin	<b>Brief Description:</b> The district shall maintain a technology infrastructure.	<b>Evaluation Benchmark:</b>													
<b>Leader Progress Report Dates:</b> monthly															
<b>Resources Required:</b> Local, State, Federal Computers	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None											<b>Amount</b> \$0.00 \$0.00		
<b>Timeline</b>															
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>	
Promote exemplary use of technology in instruction. Model use in daily work, communications, grading report cards, lesson plans, upgrading website, presentations, on-line collaborations projects and management tasks.	Administrators Staff members	X	X	X	X	X	X	X	X	X	X	X		Sharing the information and accountability of student academic success with school community.	
Using the StaR chart as a guide, maintain a plan for acquiring and distributing new technology, upgrading existing equipment and expanding software usage.	PrincipalTech Committee Staff members	X	X	X	X	X	X	X	X	X	X	X		Achieve STAR technology goals for Baty.	
Integrate and emphasize technology TEKS into TEKS and TAKS subject areas through teacher directed learning.	Teachers	X	X	X	X	X	X	X	X	X	X	X		Student academic success and increased technical literacy.	

<b>Goal 1 - Strategy 8 Technology</b>		A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>
<b>Activity</b>	<b>Person(s) Responsible</b>	u	e	c	o	e	a	e	a	p	a	u	u	
Kindergarten: Keyboarding, alphabet only. First: Keyboarding, alphabet and numbers. Second: Keyboarding; start and exit programs and create, name and save files. Third: Keyboarding; save and delete files, use menu option and commands. Fourth: produce documents at keyboard, proofread, and correct errors; use capitalization, punctuation, spelling, word division and use numbers and symbols. Fifth: apply appropriate electronic search strategies in the acquisition of information including keyword Boolean search strategies. Sixth: use appropriate software to express ideas and solve problems including the use of word processing, graphics, databases spreadsheets, simulations, and multimedia.														
Continue to ensure that every staff member has access to a computer or laptop.	Admin Tech Committee	X	X	X	X	X	X	X	X	X	X			Increased technical staff member literacy. More effective communication and management.
Submit a prioritized list of technology items to grant writer and adopters.	Tech Committee	X	X	X	X	X	X	X	X	X	X			Campus will be technically literate.
Offer periodic training for staff members on software and hardware as needed	Tech Committee	X	X	X	X	X	X	X	X	X	X			Effective use of campus software and

<b>Goal 1 - Strategy 8      Technology</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>r</b>	<b>a</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	
														hardware.
The Technology Committee will implement guidelines, policies, and procedures to follow. (ex. Inventory equipment, minutes of meetings, budget.)	Tech Committee Staff	X	X	X	X	X	X	X	X	X	X	X	X	The Technology committee will effectively manage campuses technology.

**Goal 2:** Baty will implement inclusionary classroom practices, using Response to Intervention, Power of 2 and learning styles that better meet individual student needs within the classroom, including ELL, GT and inclusion strategies,

**Correlates with:**

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**Indicators, Performance Data, and Performance Objectives**

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**Strategies**



**Goal 3:** Baty will collaboratively work with parents and adopters to ensure daily attendance is 98% or higher.

**Correlates with:**

<p><b>District Goals</b> 6) Parent and Community Involvement</p> <p><b>Effective School Correlates</b> 7) Home-School Relations</p> <p><b>Title I - Schoolwide Programs</b> 6) Parental Involvement</p>
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**Indicators, Performance Data, and Performance Objectives**

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**Strategies**

<b>Goal 3 - Strategy 1</b>		<b>Attendance</b>												
<i>There are no Indicators/Objectives that support this Strategy</i>														
<b>Leader(s):</b> Campus Admin	<b>Brief Description:</b> Parents will be provided a variety of opportunities to be involved in district activities.	<b>Evaluation Benchmark:</b>												
<b>Leader Progress Report Dates:</b> None														
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>		
Teachers	Number of FTE's: None	None										\$0.00		
Staff	None											\$0.00		
PIEMS	Cost: None													
Parent Support														
District Staff														
Campus Admin. Staff														
Adopters														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
Student rewards for perfect attendance every 9 wks, 0 absences, FFC, adopters coupons	Teachers PEIMS clerk Administrators	X	X	X	X	X	X	X	X	X	X			Student attendance at 98% +
Attendance Panel	PEIMS Clerk District Elem. Attendance Officer Ass	X	X	X	X	X	X	X	X	X	X			Student attendance at 98% +
Phone calls and/or liaison visits to all absent students.	Teachers Nurse PEIMS clerk Receptionist	X	X	X	X	X	X	X	X	X	X			Student attendance at 98% +

<b>Goal 3 - Strategy 1 Attendance</b>		A	S	O	N	D	J	F	M	A	M	J	J	<b>Evaluation</b>
<b>Activity</b>	<b>Person(s) Responsible</b>	u	e	c	o	e	a	e	a	p	a	u	u	
	Administra													
Monitor late arrivals, early pick ups, chronic absences for residency checks	Teachers PEIMS clerk AdminLiaison Office personnel	X	X	X	X	X	X	X	X	X	X			Teachers PEIMS clerk Admin Liaison Office personnel
Semester reward for perfect attendance: 0 absences	PEIMS clerk Asst Principal Principal					X						X		Student attendance 98% +
Consequence for excessive absences/tardies: District court filing	PEIMS clerk PrincipalAsst Principal Attendance off	X	X	X	X	X	X	X	X	X	X			Student attendance 98 % +
Community Liaison home visits for excessive absences	PEIMS clerkAsst Principal Principal Attendance off	X	X	X	X	X	X	X	X	X	X			Student attendance 98 % +

**Goal 4:** Failure is not an option. At Baty we will use effective assessment and interventions to reduce the number of students who receive failing grades and increase opportunities for success on state and local assessments.

**Correlates with:**

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**Indicators, Performance Data, and Performance Objectives**

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**Strategies**



**Goal 5:** Baty will provide opportunities for parents and the community to participate in activities that support campus and district goals.

**Correlates with:**

<p><b>District Goals</b> 6) Parent and Community Involvement</p> <p><b>Effective School Correlates</b> 7) Home-School Relations</p> <p><b>Title I - Schoolwide Programs</b> 6) Parental Involvement</p>
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**Indicators, Performance Data, and Performance Objectives**

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**Strategies**

<b>Goal 5 - Strategy 1</b>		<b>Community</b>												
<i>There are no Indicators/Objectives that support this Strategy</i>														
<b>Leader(s):</b> Campus Admin			<b>Brief Description:</b> Parents will be provided a variety of opportunities to be involved in district activities.						<b>Evaluation Benchmark:</b>					
<b>Leader Progress Report Dates:</b> None														
<b>Resources Required:</b>			<b>FTE's Required:</b>			<b>Source of Funds:</b>			<b>Amount</b>					
Teachers			Number of FTE's: None			None			\$0.00					
Staff			None						\$0.00					
Parent Support			Cost: None											
Campus Admin. Staff														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
Promote and support district and campus parent involvement events/activities. a. School Board meetings. b. Campus & Grade level parent meetings. c. Booster meetings. d. Annual school events (Back to School Night, Carnival, Kindergarten graduation, etc.	Principal School staff PTO officers Community Liais	X	X	X	X	X	X	X	X	X	X			Parent participation to promote student success on state and local assessments.
Advertise and promote parent participation in PTO, CAT, DAT, and other school committees/activities.	Principal School staff PTO officers Community Liais	X	X	X	X	X	X	X	X	X	X			Increased parent participation.  Parent participation

<b>Goal 5 - Strategy 1 Community</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>i</b>	
														comparison charting.
Offer parent instructions on Gradespeed.	Attendance Clerk Community Liaison	X	X	X	X	X	X	X	X	X	X	X	X	Parent participation and skill development. Parents have access to current information on student's academic progress
Adopt-A-School a. Promote/recruit 1. Use newsletter, flyers, etc. 2. Visit local businesses, churches, and local college campuses. b. Train on or off campus. c. Recognize volunteers and adopters at campus and at district level.	Admin Community Liaison Campus staff	X	X	X	X	X	X	X	X	X	X	X	X	Increased parent and community member participation/involvement reflected on volunteer hours report.
Host & promote a Career Week annually.	Counselors School Staff	X	X	X	X	X	X	X	X	X	X	X	X	Increase student awareness of the importance of education in the world of work.
Promote parent and student participation in literacy and technology by providing access to the school library and computer lab.	Principal School Librarian Computer Lab Aide.		X	X	X	X	X	X	X	X	X	X	X	Increased parent participation and literacy & student academic development. Parent participation comparison chart. Promote student academic success on state and local assessments.

**Goal 6:** Students will be well-behaved.

**Correlates with:**

<b>District Goals</b>	
3) Safe and Disciplined Environment	4) Recruit and Retain Highly Competent Staff

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**Indicators, Performance Data, and Performance Objectives**

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**Strategies**

Goal 6 - Strategy 1		Discipline												
<i>There are no Indicators/Objectives that support this Strategy</i>														
<b>Leader(s):</b> Campus Admin	<b>Brief Description:</b> Students will be well-behaved.	<b>Evaluation Benchmark:</b>												
<b>Leader Progress Report Dates:</b> None														
<b>Resources Required:</b> Counseling Code of Conduct	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None										<b>Amount</b> \$0.00 \$0.00		
<b>Timeline</b>														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
Continue a citizenship plan teacher resource notebook for weekly school wide citizenship lessons	Discipline review committee All teachers	X	X	X	X	X	X	X	X	X	X			Increased student self-discipline and reduce office referrals.
Referral system effectively communicated	Asst Principal All teachers	X	X	X	X	X	X	X	X	X	X			Increase in teacher satisfaction about results of office referrals and reduce student time in office
Create a monitoring system for number of office referrals per student	Asst Principal	X	X	X	X	X	X	X	X	X	X			Early intervention for behavior issues Fewer repeat referrals Discipline reports reflect fewer repeat offenses per student

<b>Goal 6 - Strategy 1      Discipline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	
Rewards for individual student behavior FFC badge or rewards for class good behavior.	All Staff Asst Principal Counselors			X			X			X				Better behavior in commons areas and classrooms
Survey school community on safety/discipline issues	Asst Principal					X					X			Improved communication satisfaction with student safety/behavior Survey results reported
Discipline Data collected and reported	Asst Principal, SAT Committee			X			X			X				School community will be informed on discipline issues. Discipline and survey reports.
Participation school wide in: Bullying prevention program to prevent bullying and harassment of students.	Teachers TA's Administrators Counselors	X	X	X	X	X	X	X	X	X	X	X		School community will enforce policy against bullying.

**Goal 7:** The instructional focus of the district will result in all student groups making annual improvement toward exemplary status.

**Correlates with:**

<p><b>District Goals</b> 1) Instructional Focus</p> <p><b>State Objectives</b> 3) Dropout Prevention</p>
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**Indicators, Performance Data, and Performance Objectives**

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**Strategies**



**Goal 8:** Valle ISD will recruit and retain a highly motivated, competent staff through training and effective evaluation process.

**Correlates with:**

<p><b>District Goals</b></p> <p>4) Recruit and Retain Highly Competent Staff</p> <p><b>NCLB/ESEA Goals and Indicators</b></p> <p>3) Highly Qualified Staff</p> <p><b>Title I - Schoolwide Programs</b></p> <p>4) Professional Development                      5) Professional Staff</p>
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**Indicators, Performance Data, and Performance Objectives**

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**Strategies**

**Goal 8 - Strategy 1**      **Recruit and Retain**

*There are no Indicators/Objectives that support this Strategy*

<b>Leader(s):</b> Campus Admin	<b>Brief Description:</b> Improve employee's job satisfaction and retention	<b>Evaluation Benchmark:</b>
<b>Leader Progress Report Dates:</b> None		

<b>Resources Required:</b> TXBESS Local, State, Federal	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00
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**Timeline**

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Provide opportunities for mentoring of new teachers	Admin	X	X	X	X	X	X	X	X	X	X	X	X	improved teacher retention.
Enhance staff morale by contributing to effective campus-wide communication	Principal	X	X	X	X	X	X	X	X	X	X			Staff will receive weekly electronic newsletter
Provide Wellness and CATCH activities to students and staff	CATCH Committee					X								Stress reduction and increased staff wellness and morale.
Staff suggestion box	Principal, Liaison	X	X	X	X	X	X	X	X	X	X			On-going feedback and improvement
Counselors will provide counseling services for staff	Counselors	X	X	X	X	X	X	X	X	X	X			Stress Reduction and crisis management.
Meet NCLB requirements for all employees	Director of Human	X	X	X	X	X	X	X	X	X	X	X	X	Staff will receive NCLB

<b>Goal 8 - Strategy 1</b>		<b>Recruit and Retain</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>Evaluation</b>	
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>l</b>	
including fingerprinting and background checks	Resources, Admin													certification. Number/percent of Highly Qualified Teachers (TEA annual survey) will increase.	
Provide staff development and training opportunities for all district personnel in all areas for the improvement of students academic development.	Principal, CAT Committee	X	X	X	X	X	X	X	X	X	X	X	X	Schedule of training sessions. Sign-In sheets. High morale and high student achievement.	

**Goal 9:** A safe environment conducive to learning.

**Correlates with:**

<p><b>District Goals</b> 3) Safe and Disciplined Environment      5) Quality Facilities</p> <p><b>State Objectives</b> 8) School Environment</p> <p><b>Effective School Correlates</b> 1) Safe and Orderly Environment</p>
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**Indicators, Performance Data, and Performance Objectives**

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**Strategies**

**Goal 9 - Strategy 1      Safety**

*There are no Indicators/Objectives that support this Strategy*

<b>Leader(s):</b> Campus Admin	<b>Brief Description:</b> To promote a safe physical and emotional environment.	<b>Evaluation Benchmark:</b>
<b>Leader Progress Report Dates:</b> monthly		

<b>Resources Required:</b> Local, State, Federal	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00
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**Timeline**

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Safe Environment Multi Hazard Emergency Operations Plan	Asst Principal Campus Emergency Response Team	X	X	X	X	X	X	X	X	X	X			Increased Safety Awareness and safe practice
Safety Patrol	Safety Patrol Sponsor	X	X	X	X	X	X	X	X	X	X			Improved Student's self discipline. Increased student involvement in campus life.
Safe Environment: Staff responsibilities for student supervision/safety/restraint	All Staff	X	X	X	X	X	X	X	X	X	X			Increase responsibility awareness for all staff
Continue to work with district to complete security fence.	Superintendent Asst Superintendent Principal	X	X	X	X	X	X	X	X	X	X			Completion of security fence

