Longview Independent School District

Clarence W. Bailey Elementary

2023-2024 Improvement Plan

Board Approval Date: October 16, 2023

Mission Statement

Our mission is to deliver high quality education to each and every student through innovative instruction. We aim to develop respectful adults that will create a peaceful world by being inquisitive, knowledgeable, and caring. As well spoken communicators, we will continually grow to be more loving, principled, and balanced facilitators. Through action and leadership in our community, our students will strive to become open minded, risk-taking thinkers who learn how the world works in order to improve it as we achieve unity, integrity and excellence.

Vision

Our vision is to nurture and develop character, conscious students through innovative and cultural-centered learning.

Value Statement

We value education in all areas with a focus toward developing internationally minded people. Students, teachers, administrators and caregivers are directly involved in the learning experience by studying, experimenting, and reflecting on innovative approaches to curriculum and instruction.

We believe that strong relationships allow for strong influence.

We will act on this by greeting, listening, supporting, and making efforts to connect with students and connect them to engaging and meaningful learning experiences that will help foster a peaceful world.

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Comprehensive Needs Assessment

Revised/Approved: October 16, 2023

Demographics

Demographics Summary

Student population

Hispanic   59.23%

AA   32.06%

White   5.23%

Two+ races   3.13%

Econ Dis   95.47%

At Risk   81.18%

ELL   47%

Sped   13.42%

504   7.32%

Male   57.49%

Female   42.51%

Demographics Strengths

Respect for the educational process

Accurate representation of community

Care and respect for education/school

Pride in school and community

Multi cultural community

Problem Statements Identifying Demographics Needs

Problem Statement 1: Separation of Monolingual and Dual Language students through Programs and Master Schedule   **Root Cause:** One Way Dual language program, Guidelines of Gomez & Gomez and master schedule

Student Learning

Student Learning Summary

==*Update to 2023 Results*== *2022 STAAR Results*

Math

3rd Grade - 62 Total DNM 40% Approaches 60% Meets 27% Masters 13%   Increased App. 3%   Meets 4% Masters 8%

4th Grade - 56 Total DNM 27% Approaches 73% Meets 39% Masters 16%   Increased App. 15% Meets 4%   Masters 10%

5th Grade - 63 Total DNM 21% Approaches 79% Meets 49% Masters 24%I   Increased App. 4% Meets 18% Masters 5%

Reading - English & Spanish Combined

3rd Grade - 63 Total   DNM 41% Approaches 59% Meets32% Masters 11%   Increased App. 7%   Meets 22% Masters 6%

4th Grade - 56 Total   DNM 39% Approaches 61% Meets 30% Masters 7%   Increased App. 3%   Meets 4% Masters 7%

5th Grade - 63 Total   DNM 22% Approaches 78% Meets 41% Masters 19%   Increased App. 10% Meets 13%   Masters 4%

==Update with 22-23 test results==

Science - English & Spanish Combined

5th Grade - 62 Total   DNM 47% Approaches 53% Meets 23% Masters 10%   Increased App. 2%   Meets. 3% Masters 8%

1st & 2nd Grade teachers gave Reading Inventories BOY MOY EOY

Reading levels increased throughout the school year.

2022 - 1st grade teachers will give BOY MCLASS to measure to Kinder EOY MCLASS

Student Learning Strengths

==Math, Reading, and Science scores increased across all grade levels.==

Tutorials built into the Master Schedule and outside the regular school day.

HB 4545 students are served throughout the school day, attend after school tutorials or attend tutorials during Plus classes.

Specials and Plus teachers also work with small groups during and after school.

Instructional Assistants pull small groups, focused instruction during the school day.

MClass BOY, MOY and EOY tests will help teachers isolate foundational gaps for focused interventions and accelerated instruction.

Teachers will follow TEKs RS and use research based High Quality Instructional Materials.

 Bilingual students receive instruction in L1 and L2.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading fluency and comprehension, and vocabulary are below grade level in the early grades   **Root Cause:** Need: Recognizing specific reading gaps Guided Reading, Assessments, Running Records, Interventions, Accelerated Instruction, Tier 1 and Tier 2 Vocabulary, Technology Reports

Problem Statement 2 (Prioritized): Creating/Following the IB Units of Inquiry   **Root Cause:** Teachers are still learning and receiving PD on IB and learning how to use Toddle to house lesson plans, Units of Inquiry and IB resources.

School Processes & Programs

School Processes & Programs Summary

Instructional/Curricular

Dual Language, following Gomez and Gomez - 1st - 5th Grades

Montessori - 1st - 2nd Grades

International Baccalaureate - apply for authorization Fall 2022

Personnel (recruit/support/retain)

Dean of Instruction/PYP coordinator new to leadership position - newly combined position for 2022-2023

1 Teacher retired - inter district replacement

2 Teachers nonrenewed - interdisctrict replacements

1 Teacher reassigned - not replaced, lost FTE

School Processes & Programs Strengths

2022-2023

IB, Montessori and Dual Language programs will be in place. Staff will push to find the commonalities between the programs so they can be implemented with a sense of obligation and fidelity.

Grade level chairs will lead grade level meetings, help facilitate PLC and organize vertical alignment meetings among all grade levels.

Head of School and Dean of Instruction will guide and coach teachers through the PLC process.

Dean of Instruction/PYP Coordinator will provide PYP support to all staff.

Counselor will provide SEL for all students through in class lessons and will also provide one to one counseling as needed. Counselor and Communities in School will build local partnerships with community members.

School nurse will provide health guidelines and health procedures to all staff, including specialized trainings.

Crisis Prevention Intervention team is certified and will provide student support as needed.

Safety team members will collaborate and guide fellow staff members through campus safety policies and drills.

The Enrichment Committee will organize clubs for students with expectations and guidelines.

UIL practice will begin early Fall.

istation, Ed Galaxy, and Amira will help isolate learning gaps and provide opportunities for reteach and practice.

High quality instructional material will be used in all core subjects.

Common assessments will be given each six weeks. Data will be used to drive further instruction or remediation or tutorials.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Attendance averaged 94%. Low attendance = lower % for growth   **Root Cause:** Lack of transportation, weather, family dynamics, LISD Transportation Policy

Problem Statement 2 (Prioritized): Creating/Following the IB Units of Inquiry   **Root Cause:** Teachers are still learning and receiving PD on IB and learning how to use Toddle to house lesson plans, Units of Inquiry and IB resources.

Problem Statement 3: Separation of Monolingual and Dual Language students through Programs and Master Schedule   **Root Cause:** One Way Dual language program, Guidelines of Gomez & Gomez and master schedule

Perceptions

Perceptions Summary

We set goals for professional improvement and student improvement in TTESS, Texas Teacher Evaluation & Support System.

We set campus goals of +10 for all students with each common assessment and STAAR tests.

Grade level teams meet on weekly Plus Days to plan, collaborate, disaggregate data,and work on units of inquiry.

Informational staff meetings are held after school.

Vertical alignment meetings are held after school to support cohesive instruction.

Conversation is encouraged to help build teamwork and a climate of trust and transparency.

We intently use the IB learner profile traits and the IB language to model to students.

Teachers encourage students to set academic goals.

Staff is encourage to build relationships with parents and community. Opportunities for parent involvement are provided throughout the school year.

Staff is professional and courteous with students, parents and community, helping to build a climate of open communication, mutual respect and honesty.

Perceptions Strengths

Common assessment and STAAR scores increased in Reading and Math across all grade levels and 5th grade Science although attendance waivered at 94%.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Attendance averaged 94%. Low attendance = lower % for growth   **Root Cause:** Lack of transportation, weather, family dynamics, LISD Transportation Policy

Priority Problem Statements

Problem Statement 1: Reading fluency and comprehension, and vocabulary are below grade level in the early grades

Root Cause 1: Need: Recognizing specific reading gaps Guided Reading, Assessments, Running Records, Interventions, Accelerated Instruction, Tier 1 and Tier 2 Vocabulary, Technology Reports

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Attendance averaged 94%. Low attendance = lower % for growth

Root Cause 2: Lack of transportation, weather, family dynamics, LISD Transportation Policy

Problem Statement 2 Areas: School Processes & Programs - Perceptions

Problem Statement 3: Creating/Following the IB Units of Inquiry

Root Cause 3: Teachers are still learning and receiving PD on IB and learning how to use Toddle to house lesson plans, Units of Inquiry and IB resources.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) 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 failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices
- Other additional data

Goals

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 1: Provide a Healthy and Safe Campus on a daily basis.

Evaluation Data Sources: Daily cleaning of highly trafficked areas
Inspection Reports
Safety Team Meetings
Routine Safety Walks and Door Checks
Routine Safety Drills with staff and students
SRO available as necessary
Effectiveness of Emergency procedures
School Cameras
Rapture System
Staff Badges
Locked entrances and classroom doors
Safety training for staff and students

Strategy 1 Details	Reviews			
Strategy 1: Conduct monthly safety committee meetings to plan and review safety procedures.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Safe Environment **Staff Responsible for Monitoring:** Principal\ Safety Team **ESF Levers:** Lever 1: Strong School Leadership and Planning	**Nov**	**Jan**	**May**	**June**
Strategy 2 Details	Reviews			
Strategy 2: Complete weekly custodial meetings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus will continue to maintain high level of cleanliness. **Staff Responsible for Monitoring:** Principal	**Nov**	**Jan**	**May**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 2: Celebrations and positive recognitions for all members of the campus throughout the school year.

Evaluation Data Sources: Teacher Appreciation Week
Meet the Teacher
Lamplighter Award
Teacher of the Year
Staff meetings
Announcements
Eagle Update (Smore)
Parent newsletter
Monthly Birthday Celebrations
Data Celebrations
Hispanic Heritage Month
Black History Month
Graduations
Wedding Showers
Baby Showers

Strategy 1 Details	Reviews			
Strategy 1: Staff members will join committees to plan and organize various celebration events.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved performance, climate, and culture	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Counselor Principal Academic Dean **Title I:** 2.6, 4.1 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Recognize various cultures throughout the school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Recognize, accept and broaden cultural diversity	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: IB Coordinator Counselor Principal				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 3: Provide and support professional growth opportunities throughout the school year.

Evaluation Data Sources: In house PD
Region 7
Coaching sessions
Consultant visits
Virtual PD
TTESS
Teacher leader opportunities
Mentor opportunities
HQIM trainings
Reading Academy
IB Trainings

Strategy 1 Details	Reviews			
Strategy 1: Organize and provide specialized training for Gomez & Gomez, Montessori, International Baccalaureate, Technology, Curriculum, Data, Classroom Management, etc.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Classroom instruction will be maximized, targeted and intentional. **Staff Responsible for Monitoring:** Principal Academic Dean **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Jan**	**May**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 1: Conduct on-site meetings, virtual meetings and participation opportunities

Evaluation Data Sources: Parent conferences
Title Meetings
CIT Meetings
Meet the Teacher
Open House
School Programs
Exhibition
School Messenger
Google Classroom
Remind
IB Newsletter
Website
Facebook
Let's Talk

Strategy 1 Details	Reviews			
Strategy 1: Continue using various modes of communication while searching for new, more innovative means.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students, Parents, Staff, and Community will be more informed.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principal PYP Coordinator Academic Dean **ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 2: Redesign web page and create technology to reflect programs and information to meet parent and public information desires. Utilize email, School Messenger, letters, phone calls, meetings to provide two-way communication with parents in English and Spanish.

Evaluation Data Sources: Web page
Surveys
Facebook
School Messenger log
Meeting Agendas and sign-in lists
Google Classroom

Strategy 1 Details			Reviews	
Strategy 1: Purchase technology and software to better connect with parents and students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Better communication. **Staff Responsible for Monitoring:** Principal Academic Dean **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Jan**	**May**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 3: Host regular Public outreach events to inform the community of school needs, concerns, programs and academics.

Evaluation Data Sources: IB Newsletter
Title 1 Parent Information Meeting
Title 3 Parent Information Meeting
IB Parent Information Meeting
Parent Conferences
Bailey Web page
LISD Web page
School Messenger
Facebook
Parent Newsletters

Strategy 1 Details	Reviews			
Strategy 1: Provide information to parents and community monthly or as needed.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal PYP Coordinator Academic Dean **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Nov**	**Jan**	**May**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 3: All Schools will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing and Science.

Performance Objective 1: Track growth through Formative Assessments.

High Priority

HB3 Goal

Evaluation Data Sources: Iowa
TPRI/TejasLEE
MCLASS
BAS
TELPAS
Common Assessment Data
Interim Test
STAAR Simulation
Trend Data
GT Testing

Strategy 1 Details	Reviews			
Strategy 1: Use data from assessments to change instructional practices in order to improve student performance and plan interventions for accelerated growth.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Improved student performance. Improved teaching strategies. **Staff Responsible for Monitoring:** Principal Academic Dean Teacher **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 3: All Schools will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing and Science.

Performance Objective 2: Provide rigorous, complex, and meaningful PD that promotes the IB philosophy, is taught within the framework of the IB and provides/explains information about state expectations and STAAR 2.0.

Evaluation Data Sources: IB Walls
Authentic Student Work
Local, Regional, State and Global experiences
Learner Profile
Key Concepts
Interdisciplinary Units
Unit Planners
Exhibition
Field Trips
Formative assessment layout: Questions and Answer Choices
High Quality instructional materials

Strategy 1 Details	Reviews			
Strategy 1: Plan using Toddle, to include multidisciplinary classroom instruction with a global mindset.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will exhibit the Learner Profile and reflect and display student work with a global mindset. **Staff Responsible for Monitoring:** PYP Coordinator **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Nov**	**Jan**	**May**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Goal 3: All Schools will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing and Science.

Performance Objective 3: Maintain a 95% or higher attendance rate each 6 weeks.

Evaluation Data Sources: Attendance reports
Daily attendance

Strategy 1 Details	Reviews			
Strategy 1: Implement daily callouts for missing students, mail attendance letters, encourage parents to monitor Skyward, celebrate perfect attendance with awards .	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Improved attendance, student learning and growth.				
Staff Responsible for Monitoring: Principal Counselor Secretary Receptionist Teacher **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
Strategy 2: Student/Parent/Teacher/Administrator attendance meetings for those student not meeting the 90% attendance rule.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Attendance will improve				
Staff Responsible for Monitoring: Principal, teacher, attendance clerk **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: After school clubs to motivate students to attend school on a daily basis.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase attendance	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Teachers, Principal, PYP Coordinator				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: All Schools will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing and Science.

Performance Objective 4: Close the achievement gap on all STAAR assessments, in all populations, with an overall goal of 90% of all students meeting 90% of state passing standards.

High Priority

HB3 Goal

Evaluation Data Sources: MClass
HMH Growth Measures
IOWA
TELPAS
Common Assessments
Interim
STAAR Simulation
STAAR
Running records/Progress Monitoring
Gomez and Gomez model - BOY Goals - EOY Goals

Strategy 1 Details	Reviews			
Strategy 1: Use formative assessments to mark student progress	**Formative**			**Summative**
Strategy's Expected Result/Impact: Identify learning gaps and low SE performance, target specific SE with multiple strategies, remediation and acceleration.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principal Academic Dean Teachers Math Specialist **Title I:** 2.4, 2.5, 2.6				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Implement the International Baccalaureate Primary Years Programme with fidelity.

Performance Objective 1: Meet all requirements on International Baccalaureate certification expectations.

Evaluation Data Sources: IB Progress Reports
IB Site Visit
IB Consultant Input
Evidence Notebook
Units of Inquiry

Strategy 1 Details	Reviews			
Strategy 1: Continuous contact with the IB consultant to improve knowledge of the IB and ensure staff is following the IB requirements. **Strategy's Expected Result/Impact:** Units of Inquiry will improve and grow, staff and students will become more knowledgeable on IB philosophy. **Staff Responsible for Monitoring:** PYP Coordinator Principal	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Implement the International Baccalaureate Primary Years Programme with fidelity.

Performance Objective 2: Exceed, meet, or show progress in the Dual Language Program

Evaluation Data Sources: Progress Reports
Common Assessment Data
Formative Assessments
TELPAS
MClass Reports
Student Grades
STAAR
STAAR Simulation

Strategy 1 Details	Reviews			
Strategy 1: Use data to drive instruction and instructional strategies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: EB students will acquire Spanish and English languages and increase performance levels on formative assessments and standardized tests.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Dual Language Teachers Academic Dean Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✖ Discontinue				

Goal 4: Implement the International Baccalaureate Primary Years Programme with fidelity.

Performance Objective 3: Build Units of Inquiry that include all content areas, fine arts, language, technology and Specials.

Evaluation Data Sources: PLC
Planning Meetings
Lesson Plans
Units of Inquiry
Interdisciplinary Activities
Celebrations/Holidays/Special Events

Goal 4: Implement the International Baccalaureate Primary Years Programme with fidelity.

Performance Objective 4: Develop inquiring, knowledgeable, and caring young people who help create a more peaceful world through intercultural understanding and respect.

Evaluation Data Sources: Social Emotional Lessons
IB Learner Profile
Multicultural Activities and Programs
Multicultural Lessons
Units of Inquiry

Strategy 1 Details	Reviews			
Strategy 1: Utilize the IB learner profiles and attributes in daily lessons and actions	**Formative**			**Summative**
Strategy's Expected Result/Impact: Create communicators who are caring, principled and open minded, .	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: PYP Coordinator Teachers				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 4: Implement the International Baccalaureate Primary Years Programme with fidelity.

Performance Objective 5: Foster IB critical thinking and learner profiles into all learning experiences.

    Evaluation Data Sources: PBL Activities
IB Learner Profile
Lessons and Activities
Exhibition
Community Involvement

Strategy 1 Details			Reviews		
Strategy 1: Provide learning experiences through literature, videos, and real life experiences.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will exhibit and apply characteristics of the IB Learner Profile through action, activities, lessons and communication. **Staff Responsible for Monitoring:** Teachers PYP Coordinator **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		**Nov**	**Jan**	**May**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Goal 4: Implement the International Baccalaureate Primary Years Programme with fidelity.

Performance Objective 6: Meet all faculty IB training and planning requirements.

Evaluation Data Sources: IB training as needed for new employees
IB training as needed for refresher trainings
IB planners
IB PLC

Strategy 1 Details			Reviews		
Strategy 1: Keep current and knowledgeable of all required IB trainings and requirements		**Formative**			**Summative**
Staff Responsible for Monitoring: PYP Coordinator Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		**Nov**	**Jan**	**May**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 4: Implement the International Baccalaureate Primary Years Programme with fidelity.

Performance Objective 7: Provide training for: Dual Language, Montessori and International Baccalaureate Programs

Evaluation Data Sources: Montessori training provided during the summer
IB trainings provided as necessary for new employees
IB trainings as needed for refresher trainings
Gomez and Gomez training provided as necessary

Strategy 1 Details	Reviews			
Strategy 1: Keep records of the trainings. Search for future trainings to support Montessori, IB and Dual Language.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase instructional strategies and student performance.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principal Academic Dean PYP Coordinator **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: LISD will provide a safe, disciplined and healthy environment on all campuses and facilities to promote and support student learning.

Performance Objective 1: Classrooms, common areas, offices, restrooms, cafeteria, etc. will be rated on cleanliness each 6 weeks. Reports will be shared with ESC and Custodial Company.

    Evaluation Data Sources: Survey of the school.

Goal 5: LISD will provide a safe, disciplined and healthy environment on all campuses and facilities to promote and support student learning.

Performance Objective 2: The building will be secured: all doors will remain closed and locked, weekly door sweeps will be conducted, staff will be trained on emergency procedures, camera surveillance will cover all exits, hallways, playground and parking lots.

    Evaluation Data Sources: Routine checks for compliance.

Goal 5: LISD will provide a safe, disciplined and healthy environment on all campuses and facilities to promote and support student learning.

Performance Objective 3: Master schedule will be followed to ensure all persons can be contacted and accounted for in an emergency situation. Any modified schedule will be communicated with staff through various means of communication.

Goal 5: LISD will provide a safe, disciplined and healthy environment on all campuses and facilities to promote and support student learning.

Performance Objective 4: All staff will receive Emergency Drill trainings, Stop the Bleed Training, CPR, Evacuation Procedures, Raptor Training and campus protocols for communicating an emergency situation.

Goal 5: LISD will provide a safe, disciplined and healthy environment on all campuses and facilities to promote and support student learning.

Performance Objective 5: The Bailey Safety Team will meet monthly or as necessary to discuss safety issues or concerns.

State Compensatory

Budget for Clarence W. Bailey Elementary

Total SCE Funds: $183,408.00
Total FTEs Funded by SCE: 41
Brief Description of SCE Services and/or Programs

The Bailey School will supplement the regular education program for at risk students by providing tutoring, summer school, enrichment opportunities and high quality instruction and instructional materials to reduce/close the academic gaps, and increase the rates for high school completion.

Personnel for Clarence W. Bailey Elementary

Name	Position	FTE
Arriaga, Ashley	IA	1
Arroyo Estrada, Citlalli	Attendance	1
August, Anne	Sped. IA	1
Bolton, Frankie	Teacher	1
Burbano, Eileen	Teacher	1
Bursch, Gina	Teacher	1
Cabrera, Cindy	Teacher	1
Campos, Karla	Bilingual IA	1
Crews, Paula	Teacher	1
Delmas, Everado	Teacher	1
Durham, Heather	Teacher	1
Ferguson, Christopher	Teacher	1
Finch, Kiara	Teacher	1
Garrett, Dorothy	Teacher	1
Gilbert, Presnell	IA	1
Gilliard, Keith	Teacher	1
Gonzalez, Sandra	Academic Dean	1
Guerra, Erika	Teacher	1
Gutierrez, Domingo	Teacher	1

Name	Position	FTE
Hawkins, Penny	Teacher	1
Hernandez, Rebekkah	Teacher	1
Hopson, Paige	Teacher	1
Isbell, Emily	Teacher	1
Jones, Carolyn	Teacher	1
Lawson, Deborah	Teacher	1
Martinez, Cristal	Bilingual IA	1
Martinez, Emilio	Teacher	1
Moore, Michael	Instructional Assistant	1
Moore, Sharon	Teacher	1
Moreno, Lizbeth	Bilingual IA	1
Odum, Naomi	Teacher	1
Peterson, Mildred	Teacher	1
Richardson, Wesla	Counselor	1
Schultze, Sheri	IA	1
Segovia, Idalia	Teacher	1
Serrano, Hernan	Teacher	1
Tutt, Margaret	Nurse	1
Villarruel, Mayra	Teacher	1
Webb, Sara	Teacher	1
White, Shanekia	Teacher	1
Yett, Carlette	Secretary	1

Title I Personnel

Name	Position	Program	FTE
Frankie D. Bolton	Grade 5 Transition	Title I	1
Mayra Villarruel	Grade 1 Transition	Title I	1
Penny White Hawkins	Grade 3 Transition	Title I	1
Presnell Gilbert	Paraprofessional	Title 1	1