

**Bay City Independent School District**  
**Linnie Roberts Elementary**  
**2016-2017 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Academic Achievement in Science



**Board Approval Date:** September 19, 2016

# Mission Statement

To develop and empower responsible, productive citizens, the "YES WE CAN!" team of Linnie Roberts Elementary, in partnership with parents and community members, will continuously strive through teamwork, commitment and communication to provide a learning environment for all students that is safe, caring and positive.

# Vision

"Yes, we can" help every child achieve their potential socially and academically.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Linnie Roberts student demographics consists of approximately 46% Hispanic, 17% White, 33% African American, 77% Economically Disadvantaged, and 10% Special Education populations.

### Demographics Strengths

1. Incentives for student attendance.
2. Special programs such as UIL, Good News Club and Computer Lab.
3. Meal program for all students (free breakfast and lunch).
4. Backpack buddies.
5. Capturing Kids Hearts

### Demographics Needs

1. When a student is absent for 2 consecutive days, a call to the parent or guardian will be made.
2. Reinforce "Capturing Kids Hearts" all year.
3. Add Art and Music to the day.

## **Student Achievement**

### **Student Achievement Summary**

On the state accountability tests for grades 3 through 5, 59% of all the students met phase-in satisfactory standard or above in Reading, 56% in Math, 65% in Writing and 49% in Science. Several subgroups performed below the targeted number of 60% in Math, Reading and Science which resulted in a drop in overall student performance.

### **Student Achievement Strengths**

1. Improvement in 4th grade Reading and Writing.
2. Teachers feel supported by administration and are provided with necessary materials.
3. 1st and 2nd grade showed reduction in number of students in urgent intervention based on end of the year TPRI.

### **Student Achievement Needs**

1. Target specific demographic areas to improve Reading, Math and Science state assessments.
2. Research and develop new ways to help parents and teachers motivate students.
4. Fidelity in writing in grades K-3 and reading all grades.
5. Hands on activities and materials for all subject areas to meet growing student needs.
7. Supplemental materials that reflect new TEKS and STAAR format.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Based on the parent survey, Roberts has a welcoming environment, is keeping parents informed, meeting the needs of the students and providing a safe learning environment. The faculty survey confirms there is good principal communication, appropriate instructional materials and adequate professional development training to provide an enriched learning environment for students.

### **School Culture and Climate Strengths**

1. Administration and staff keep all students safe and take responsibility for all students.
2. Fair and consistent discipline.
3. Staff feels well informed.
4. Paraprofessionals are used in a manner to assure student success.
5. Variety of instructional programs to assist with intervention.

### **School Culture and Climate Needs**

1. Specify procedures during lunches for each grade level.
2. Hallway procedures that are consistent across the grade levels.
3. Before and after school common areas addressed for safety and procedures.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Roberts has a 100% highly qualified instructional and paraprofessional staff. Classroom teachers have the opportunity to attend staff development as needed and is provided with updated technology.

### **Staff Quality, Recruitment, and Retention Strengths**

1. Highly qualified staff.
2. Campus wide discipline plan.
3. Interview process helps encourage new hires.
4. Grade level teams are welcoming and supportive of each other.

### **Staff Quality, Recruitment, and Retention Needs**

1. Monitor and support struggling teachers with walkthroughs, observations and coaching.
2. Provide teachers with updated technology and resources.
3. Continue to support teachers with behavior concerns.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

The campus gives two benchmark assessments to identify areas of weakness and utilizes highly qualified teachers for tutors to remediate students who have not mastered or are weak in specific objectives. Roberts uses the curriculum provided by TEKS Resource System.

### **Curriculum, Instruction, and Assessment Strengths**

1. Available licensed websites to assist teachers with lessons for enrichment and remediation.
2. Before and after school tutorials is provided for all students, along with GT enrichment.
3. Opportunity to utilize additional instructional programs, such as Brain Pop, Jr., Lexia, Starfall, Success Maker and Think Through Math.
4. Use of DMAC to analyze student data for driving instruction and improving student achievement.

### **Curriculum, Instruction, and Assessment Needs**

1. School wide incentive to improve knowledge of basic math.
2. Opportunities to enrich higher level students.
3. Restructure intervention and tutoring for struggling students.
4. Communicate with parents instructional strategies for assisting students with homework.
5. Continue to emphasize reading at home and provide opportunities at school for reading enrichment.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Roberts offers the opportunity for parents to visit the campus, have lunch with their children and attend special functions with their students. They also present two programs for the community, one in the fall and one in the spring. Roberts also celebrates, "Roberts Readers are Leaders" in the spring and provides a book for each student to take home.

### **Family and Community Involvement Strengths**

1. Parents feel informed and pleased with enrichment opportunities.
2. Parent Involvement Day.
3. Weekly parent newsletters.
4. Veterans Day and the Black History Program are highly participated in by the community.
5. Participates in the community food drive.

### **Family and Community Involvement Needs**

1. Help students develop coping skills.
2. Additional mentors for students.
3. Incentives for parents who attend campus activities that focus on student achievement and flexibility for parents to attend teacher conferences.
4. Communicate the need for parents to take the parent survey at the end of the year.
5. Training for parents on the use of the Parent Portal and other useful websites.



## **School Context and Organization**

### **School Context and Organization Summary**

Roberts is a friendly, safe and welcoming school that has good communication with all stakeholders. There is a supportive network among teachers and administration. Roberts participates in the free breakfast and lunch program for all students and provides 20 students through the Backpack Buddy program with nutrition on the weekends. Roberts has positive incentives in place for rewarding students for attendance and discipline.

### **School Context and Organization Strengths**

1. Common planning time for each grade level.
2. Intervention for all grade levels.
3. Team and campus committee meetings.
4. Procedures for before and after school duties.
5. Communication with all stakeholders.

### **School Context and Organization Needs**

1. Develop a plan to make the hallways, cafeteria, before/after school safe, respectful and orderly that is consistent for all grades.
2. Informal form of written communication (calendar of events).
3. Tutors for struggling students implemented earlier in the year.

# **Technology**

## **Technology Summary**

Roberts continues to provide teachers and students with updated and innovative technology.

## **Technology Strengths**

1. Document cameras and projectors in all classrooms.
2. One class set of IPADS and a mobile computer lab.
3. Access to You Tube, United Streaming, and other computer programs.
4. All grades have access to mimeos, Smart Boards or Promethean Boards.
5. All classrooms have 3 or more computers.
6. Math and Science textbooks have technology resources.

## **Technology Needs**

1. Wifi capability throughout the school.
2. Promethean Boards for lower grade levels to make classrooms more interactive.
3. Additional computer lab.
4. Update classroom computers.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Discipline records
- Student surveys and/or other feedback

#### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

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

# Goals

**Goal 1: Roberts Elementary will provide quality teaching and rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science skills.**

**Performance Objective 1:** All third, fourth and fifth grade students, including Special Education students, will meet or exceed the Region and State averages on the state mandated STAAR, STAAR A and STAAR Alternative tests for Reading, Writing, Math and Science for the 2016-2017 school year.

**Evaluation Data Source(s) 1:** Review of Texas Education Agency's state assessment reports.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Identify students at risk of failing the STAAR test by the end of the first grading period. Students will be grouped for grade level intervention instruction based on the skill deficiency utilizing computer programs such as Success Maker, Istation, Think Through Math and Lexia, as well as the Intervention teacher.</p>	2, 8, 9	Principal, Asst. Principal, Grade Level Teachers	Increased passing percentage of benchmark test results.				
Funding Sources: 211 - Title I - \$0.00							
<p><b>State System Safeguard Strategy</b></p> <p>2) Utilize instructional aides to focus on reading, writing, math and science skills, lower pupil/teacher ratio, and assist with the regrouping, reteaching and retesting process to increase the opportunities for all students to meet the academic standards.</p>	3	Principal, Assistant Principal, Grade Level Teachers	Increased passing percentage of benchmark test results.				
Funding Sources: 197 - State Compensatory - \$130,209.08, 211 - Title I - \$91,521.00							
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 7</p> <p>3) Professional development will focus on reading, writing, math, science and areas of special needs, such as GT, dyslexia, autism, counseling and special education. Teachers will be provided the opportunity to collaborate and plan across grade levels and content areas.</p>	2, 4	Principal	Increased passing percentage on end of six weeks assessments, benchmark assessment and state mandated assessments.				

<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>4) Provide training for new teachers, teachers new to a grade level, and teachers with special education students who need some assistance in the areas of classroom management, curriculum, instruction, IEP's, modifications and accommodations.</p>	4, 5	Assistant Principal, Principal	Improvement in student assessment results.				
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) Before school, during school and after school tutoring will be provided and enforced on an as needed basis for all students who are performing below grade level and/or at risk of failing the STAAR test. Tutoring will be skill specific and based on assessment, benchmark testing and report cards. Tutoring will be provided by classroom teachers, retired teachers and instructional aides.</p>	9	Principal, Classroom Teachers	Increased passing percentage on benchmark tests and state assessments.				
<p>Funding Sources: 211 - Title I - \$14,000.00, 197 - State Compensatory - \$8,000.00</p>							
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 2</p> <p>6) The intervention teacher and classroom teachers will continue to provide Tier 3 interventions with at-risk students prior to making special education referrals and conducting grade level RTI meetings at least 3 times per year assessing data and adjusting interventions to meet the needs of students.</p>	3	Principal, Intervention teacher	Fluency and TPRI skill mastery will increase, as will alphabet assessment.				
<p>Funding Sources: 197 - State Compensatory - \$10,620.00</p>							
<p align="center"><b>State System Safeguard Strategy</b></p> <p>7) Supplies, such as ink cartridges and projector bulbs, as well as updated STAAR materials will be provided to enhance and support the curriculum.</p>	9	Principal, Team Leaders	Lesson plans, walkthroughs and observations, as well as teacher self-report parts II and III will show usage of TEKS Resource materials.				
<p>Funding Sources: 211 - Title I - \$1,446.00</p>							
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 2 CSF 4 CSF 7</p> <p>8) Teachers along with inclusion teachers will be provided with instructional planning time for developing student assessments such as: benchmarks, performance assessments, teacher made assessments and curriculum adjustments.</p>	8	Principal and team leaders	Benchmark scores, report cards and walkthroughs				
<p>Funding Sources: 211 - Title I - \$1,000.00</p>							

<b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 9) Students will participate in The Writing Camp for expository writing in the Spring.		Teachers	Increased performance on state assessments.				
	Funding Sources: 211 - Title I - \$4,376.00						
<b>State System Safeguard Strategy</b> 10) 4th grade writing teachers will meet with all grade levels and develop a plan for improving specific grade level writing skills. Each six weeks, each teacher will submit two writing samples (one with higher writing skills and one with lower skills) that focus on the specific targeted grade level skill.		Writing Teachers, Principal	Increased performance on local and state assessments.				
11) Conduct a comprehensive needs assessment for core subject areas by reviewing the master schedule to identify opportunities for extended learning time and the quality of the learning time, as well as identify and analyze data sources to substantiate planning recommendations.	1, 2	Principal, Asst. Principal, Team Leaders	Increased performance on local and state assessments, as well as an increased number of students achieving commended performance.				
= Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue							

**Goal 1:** Roberts Elementary will provide quality teaching and rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science skills.

**Performance Objective 2:** Roberts Elementary will incorporate coordinated school health activities including, but not limited to, those recommended by the School Health Advisory Council.

**Evaluation Data Source(s) 2:** Review of school health activities completed.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) Grades 3, 4 and 5 will participate in the Fitness Gram. All students will participate in "Jump Rope for Heart", and field day activities with parents being invited to attend the functions as well. Daily recess is provided for all students.	10	P.E. Teacher, Principal	Number of students participating.				
2) All students will participate in the viewing of appropriate grade level videos and counseling sessions regarding appropriate physical contact, drug awareness, and bullying, as well as red ribbon week activities.		Counselor	Increase student safety and awareness.				
3) Students will participate in vision and hearing screening.	10	School Nurse	Increase in student attendance.				
4) Students will participate in various grade level appropriate health and safety activities. Twenty students will be identified to participate in the Back Pack Buddy Program providing nutrition for students on the weekends.	10	Team Leaders, Principal	Increase in student awareness.				
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue							



**Goal 1:** Roberts Elementary will provide quality teaching and rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science skills.

**Performance Objective 3:** Roberts Elementary will coordinate professional development activities and student progress with local pre-school programs.

**Evaluation Data Source(s) 3:** Review of student portfolios during preschool year.

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) Roberts Administrators and Kindergarten teachers will meet with local Head Start Program, Day Care Programs and BCISD Pre-K Program each year to ensure alignment of curriculum and goals.	7	Principal	Meetings held and ease with which students are integrated into public school setting.				
2) Roberts Kindergarten teachers will visit Pre-K classrooms at Cherry Elementary and the local Head Start Program in the fall and spring to observe student progress.	7	Principal and Team Leader	Documentation by Kindergarten teachers of their observation.				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 2: Roberts Elementary will provide a safe and secure disciplined environment which is conducive to learning.**

**Performance Objective 1:** Roberts Elementary will continue the "Get Your Green On" campus wide behavior plan which will focus on positive behaviors and reward students for actions that exhibit and represent the ideology of the plan.

**Evaluation Data Source(s) 1:** Review of the number of students rewarded during the year.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) Continue to reduce the number of discipline referrals that result in out of classroom placement for general education and special education students, as well as increase time on task as a result of the positive behavior plan.	1	Asst. Principal, Counselor and Classroom Teachers	Decrease in discipline referrals.				
2) The school counselor will hold grade level counseling sessions addressing academics, behaviors, and socialization skills. During daily announcements, a specific skill will be addressed.	9	Counselor, Classroom Teachers	Decrease in the number of discipline referrals each six weeks				
3) All staff members will participate in the "Capturing Kids Hearts" reboot professional development training for establishing positive relationships with students.		Principal	Decrease in number of discipline referrals.				
Funding Sources: 211 - Title I - \$3,150.00							
4) Conduct a comprehensive needs assessment for discipline to help create a positive campus profile.	1	Principal, Asst. Principal					
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue							

**Goal 2:** Roberts Elementary will provide a safe and secure disciplined environment which is conducive to learning.

**Performance Objective 2:** Roberts Elementary will continue efforts to create a safe and secure campus.

**Evaluation Data Source(s) 2:** Review of survey question indicating safe and secure environment.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) All personnel on outside duty or recess will carry a two-way radio or cell phone in case of emergency.		Principal, Asst. Principal	Increased safety awareness.				
2) All doors will remain locked throughout the day. All visitors will have to utilize the security door alarm before entrance into the school and drivers licenses will be scanned by the Raptor System. Designated staff will continue to carry the emergency response sensor.	10	Principal, Custodians, Office Staff	Increased safety awareness.				
3) Conduct mandatory safety drills as required and review the crisis plan with all staff personnel.		Principal	Completion of drill report.				
4) Students and faculty will participate in Red Ribbon Week and Quick Tips with School Messenger to support a safe, drug and bully free campus.	10	Counselor	Student and faculty participation.				
5) All staff members will receive professional development regarding conflict resolution, suicide prevention, drug and violence prevention and child protective services.		Principal	Sign in sheet from meetings.				
6) A committee will be formed to review and improve the campus wide discipline plan. All staff members will receive training on how to utilize the plan.		Assistant Principal	Reduction in office referrals. Sign in sheets from the training.				
7) Conduct a comprehensive needs assessment for school safety.		Principal, Asst. Principal	Increased safety awareness and perception.				
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue							

**Goal 3: Roberts Elementary will place a continued emphasis on providing students with highly qualified teachers and varied ethnic role models.**

**Performance Objective 1:** Students will be instructed by highly qualified teachers and instructional aides, thereby reflecting the demographics of our students and providing role models of various ethnic groups.

**Evaluation Data Source(s) 1:** Highly Qualified report and Teacher ethnicity report will be reviewed indicating achievement of objective.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
<b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 7  1) On-going quality staff development will be provided for all faculty, including but not limited to The Writing Academy, Capturing Kids Hearts, Stetson and Associates, Region III and Region IV consultants.	4	Principal, Asst. Principal	Faculty members will utilize best practices in delivery of content and teaching strategies.				
Funding Sources: 211 - Title I - \$1,450.00							
2) Provide role models of various ethnic groups by continuing to use the high school PALS program and district Mentor Program.		Counselor	Total hours each grading period and number of students served.				
3) Conduct a comprehensive needs assessment of campus demographics to develop characteristics for a more personally and professionally satisfying campus.	1, 5	Principal, Asst. Principal	Increase balance of campus ethnicity as reflected by AEIS data.				
= Accomplished                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue							

**Goal 4: Roberts Elementary will provide a positive learning environment for students by enhancing instruction and curriculum with state of the art technology and training.**

**Performance Objective 1:** Roberts Elementary will utilize various software programs to improve student performance and assist teachers with implementation of instructional strategies and continuous professional development.

**Evaluation Data Source(s) 1:** Texas Education Agency's state assessment reports.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) Utilization of Promethean Boards and student responders to incorporate an interactive classroom for student curriculum enhancement.	5, 9	Principal	Increased performance on local and state assessments.				
Funding Sources: 199 - Local - \$0.00							
2) AT&T Data plan and DMAC program will continue to be used by campus administrators to aide in T-TESS evaluations.		Principal, Asst. Principal	Number of weekly and monthly PDAS observations.				
Funding Sources: 211 - Title I - \$1,051.00							
<b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1	3, 9	Principal, Classroom Teachers	Increased academic performance on specific TEKS objectives.				
3) Teachers and students will continue to utilize Success Maker, Brain Pop Jr., Starfall, Spelling City, Lexia, and STAR Renaissance Reading and Math in order to provide remediation and enhance curriculum.	Funding Sources: 211 - Title I - \$5,286.50						
4) Students will receive 45 minutes per week of keyboarding instruction using the program Type to Learn 4 in the fall.		Instructional Aides	End of six week data reports.				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 5: Roberts Elementary will increase student attendance and provide opportunities for parent and community involvement.**

**Performance Objective 1:** Roberts Elementary will offer opportunities for parents to learn strategies and available technology for supporting their children in the content areas of math, reading, writing and science.

**Evaluation Data Source(s) 1:** Review of data reports indicating use and improvement in content areas.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
<b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 5  1) Teachers will notify parents when students are deficient in a specific skill area and assign the student tutorials. Teachers will also conference with parents when students are failing a subject.	6, 9	Principal, Classroom Teacher	Improvement in grade level TEKS skills and six week report cards.				
2) Recruit parents to attend the annual parent involvement conference at Region III.	6	Principal, Counselor	Number of parents who attend conference.				
3) Teachers will prepare activities for parents to participate in on Parent Involvement Day.	6	Principal, Classroom Teachers	Number of parents who participate in Parent Involvement Day.				
<b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1  4) Each semester, grade levels will provide a nightly parent involvement activity for engaging students in the content areas.	6						
= Accomplished                         = Considerable                         = Some Progress                         = No Progress                         = Discontinue							

**Goal 5:** Roberts Elementary will increase student attendance and provide opportunities for parent and community involvement.

**Performance Objective 2:** Roberts faculty will continue to provide positive communication and opportunities for parents, family members and community members to be involved with a focus on student achievement.

**Evaluation Data Source(s) 2:** Review of campus newsletters, parent conference logs, campus calendar activities.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Teachers will communicate with parents in their weekly classroom newsletters and parent/teacher conferences.</p>	9	Principal, Asst. Principal	Administrators will receive and review newsletters.				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Roberts Elementary will host a variety of parent involvement programs including Veteran's Day, Thankful for Roberts Day, Black History program, as well as others.</p>		Principal	Attendance at the various programs.				
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) Teachers will continue to make at least one positive parent contact each week and keep a record of all parent contacts. Each week a drawing for various prizes will be held for the teacher who made the call and the student who received the call.</p>	9	Principal, Asst. Principal	Number of calls made to parents.				
<p>4) Conduct a comprehensive needs assessment for parental involvement opportunities.</p>		Principal, Asst. Principal	Surveys will reflect involvement and improvement.				
<p> = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue</p>							

**Goal 5:** Roberts Elementary will increase student attendance and provide opportunities for parent and community involvement.

**Performance Objective 3:** Roberts Elementary will continue efforts to increase student attendance to 98% by the end of the 2016-2017 school year.

**Evaluation Data Source(s) 3:** Review of attendance reports indicating achievement of 98% attendance for the year.

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) At the end of each six weeks and each progress reporting period, various incentives will be given to students with perfect attendance and behavior, such as the "Go Green" activity.		Principal, Classroom Teachers	Number of students with perfect attendance.				
Funding Sources: 199 - Local - \$0.00							
2) Teachers will call parents when students have missed 2 or more consecutive days of school and will be reflected on their call log.		Principal, Classroom Teachers	Higher percentage of attendance rate each six weeks.				
3) Attendance letters will be mailed to parents when a child has missed 3, 7 and 10 or more days of school.		Principal, Attendance Clerk	Increase of student attendance.				
Funding Sources: 199 - Local - \$0.00							
4) Students who have 10 or more unexcused school absences will be required to attend Saturday School to make up for absences. Parents who have failed to have students attend Saturday School and have not provided adequate documentation for students absences will be filed on with the Matagorda County Court system.		Principal, Attendance Clerk	End of semester attendance percentage and number of parents filed on.				
<b>Critical Success Factors</b> CSF 5		Principal, Teachers	Daily attendance will increase.				
5) Home visits will be conducted to students and parents who have chronic attendance problems.							
6) Each classroom of students will receive popsicles when the class has had 5 days of perfect attendance. At the end of each six weeks, students with perfect attendance will be entered for a chance to win one of six \$50.00, Wal-Mart shopping sprees.							
7) Conduct a comprehensive needs assessment for student attendance.		Principal, Asst. Principal	AEIS data report.				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							



## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Identify students at risk of failing the STAAR test by the end of the first grading period. Students will be grouped for grade level intervention instruction based on the skill deficiency utilizing computer programs such as Success Maker, Istation, Think Through Math and Lexia, as well as the Intervention teacher.
1	1	2	Utilize instructional aides to focus on reading, writing, math and science skills, lower pupil/teacher ratio, and assist with the regrouping, reteaching and retesting process to increase the opportunities for all students to meet the academic standards.
1	1	3	Professional development will focus on reading, writing, math, science and areas of special needs, such as GT, dyslexia, autism, counseling and special education. Teachers will be provided the opportunity to collaborate and plan across grade levels and content areas.
1	1	5	Before school, during school and after school tutoring will be provided and enforced on an as needed basis for all students who are performing below grade level and/or at risk of failing the STAAR test. Tutoring will be skill specific and based on assessment, benchmark testing and report cards. Tutoring will be provided by classroom teachers, retired teachers and instructional aides.
1	1	6	The intervention teacher and classroom teachers will continue to provide Tier 3 interventions with at-risk students prior to making special education referrals and conducting grade level RTI meetings at least 3 times per year assessing data and adjusting interventions to meet the needs of students.
1	1	7	Supplies, such as ink cartridges and projector bulbs, as well as updated STAAR materials will be provided to enhance and support the curriculum.
1	1	8	Teachers along with inclusion teachers will be provided with instructional planning time for developing student assessments such as: benchmarks, performance assessments, teacher made assessments and curriculum adjustments.
1	1	9	Students will participate in The Writing Camp for expository writing in the Spring.
1	1	10	4th grade writing teachers will meet with all grade levels and develop a plan for improving specific grade level writing skills. Each six weeks, each teacher will submit two writing samples (one with higher writing skills and one with lower skills) that focus on the specific targeted grade level skill.
3	1	1	On-going quality staff development will be provided for all faculty, including but not limited to The Writing Academy, Capturing Kids Hearts, Stetson and Associates, Region III and Region IV consultants.
4	1	3	Teachers and students will continue to utilize Success Maker, Brain Pop Jr., Starfall, Spelling City, Lexia, and STAR Renaissance Reading and Math in order to provide remediation and enhance curriculum.
5	1	1	Teachers will notify parents when students are deficient in a specific skill area and assign the student tutorials. Teachers will also conference with parents when students are failing a subject.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
5	1	4	Each semester, grade levels will provide a nightly parent involvement activity for engaging students in the content areas.

# State Compensatory

## Budget for Linnie Roberts Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
197-11-6112.00-104-6-30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$8,000.00
197-11-6119.00-104-6-30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$10,620.00
197-11-6129.00-104-6-30	6129 Salaries or Wages for Support Personnel	\$92,705.00
197-11-6129.88-104-6-30	6129 Salaries or Wages for Support Personnel	\$18,140.00
197-11-6129.89-104-6-30	6129 Salaries or Wages for Support Personnel	\$19,364.00
<b>6100 Subtotal:</b>		<b>\$148,829.00</b>

**Personnel for Linnie Roberts Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	Teacher	Intervention	.2
	Instructional Aide	Intervention	1
	Instructional Aide	E.A. K-3	1
	Instructional Aide	Kindergarten	1
	Instructional Aide	1st Grade	1
	Instructional Aide	3rd Grade	1
	Instructional Aide	Structured Learning	1

# Title I

## Schoolwide Program Plan

Our school district's Schoolwide Program Plan began with a Comprehensive Needs Assessment (CNA) to update and revise our existing schoolwide program plan. After consideration of a variety of data, the campus focused on certain needs that required attention. Areas of priority are providing additional staff development in the areas of Differentiating Instruction, Integrating Technology, meeting the needs of Special Education students, and content knowledge. By our district implementing a consistent scope of sequenced curriculum, the movement of our students from one elementary campus to another should not be an educational factor as each campus adheres diligently to the adopted curriculum.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

The district's comprehensive needs assessment helped our campus identify areas to be addressed this school year. The data obtained provided the direction of focus for our campus plan and identified areas of strength and weaknesses. By addressing these areas we can better provide the educational opportunities and meet the needs of all our students.

### 2: Schoolwide Reform Strategies

School wide reform will focus on implementation of TEKS Resource with fidelity, integrating more technology into the classrooms, intervention groups, and providing one on one instructional opportunities for our students.

### 3: Instruction by highly qualified professional teachers

Linnie Roberts will continue to employ highly qualified faculty to meet the needs of all students.

### 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Linnie Roberts Elementary will continue to seek out and provide high quality and ongoing professional development for all staff to meet the needs of all student demographics.

### 5: Strategies to attract highly qualified teachers

Linnie Roberts administrators will continue to attend recruiting sessions at colleges and universities to employ highly qualified educators. Assistance will be given in preparation courses, examinations, and certifications to meet our standard of a highly qualified faculty.

## **6: Strategies to increase parental involvement**

Linnie Roberts Elementary will continue to provide opportunities for parents and guardians to fully participate in the education of their child. Our front office strives to provide all visitors with a welcoming and positive environment for all. It is the belief of our faculty that the parent's involvement is critical to the success of the child. Opportunities to visit the campus, participate in class activities, demonstrations, and programs are provided.

## **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Linnie Roberts Elementary works closely with our local HeadStart program, the district's Pre-Kindergarten program that is housed at the Cherry Elementary campus, and our kindergarten teachers to ensure a smooth transition. District PK/PPCD teachers collaborate with our Kindergarten teachers to address needs and expectations for incoming kindergarten students. Every spring, our local HeadStart program brings the Kindergarten bound students for a tour of our campus to ease anxiety and the parents are welcome to tour as well.

## **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Linnie Roberts Elementary has team leaders assigned to each grade level that participate in the decision making process for student success. Regular meetings are held as well as faculty meetings to discuss and get input for student achievement. Weekly grade level meetings are conducted to discuss curriculum, assessments, and student needs.

## **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Linnie Roberts Elementary has Response to Intervention (RTI) teachers that work with identified students experiencing difficulties utilizing scientific research based strategies. The RTI team also meets weekly with teachers to discuss student progress, interventions, and accommodations.

## **10: Coordination and integration of federal, state and local services and programs**

Linnie Roberts Elementary School utilizes both federal and state programs to support the local services.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Roberts	Aide	Instructional	1.0
Roberts	Aide	Instructional	1.0
Roberts	Aide	Instructional	1.0
Roberts	Aide	Instructional	1.0

## Campus Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Melisa Carroll	Principal
Administrator	Laura Leones	Asst. Principal
Business Representative	Nic Perez	
Business Representative	Dianne Stone	
Classroom Teacher	Gina Branton	Fourth Grade
Classroom Teacher	Connie Coney	First Grade
Classroom Teacher	Melody Garrison	Fifth Grade
Classroom Teacher	Katherine Gassen	Third Grade
Classroom Teacher	Charlene Godley	Second Grade
Classroom Teacher	Tracie Hood	Special Education
Classroom Teacher	Lisa Stuhler	Kindergarten
Community Representative	Becky Denn	
Community Representative	Tiffany McArthur	
District-level Professional	Lisa Moya	Director of Curriculum
Non-classroom Professional	Faith Petteway	
Non-classroom Professional	Michelle Zbranek	Intervention
Paraprofessional	Yolanda Brooks	
Parent	Valerie Riley	
Parent	Tanisha Sardinea	



# Campus Funding Summary

<b>211 - Title I</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$91,521.00
1	1	5			\$14,000.00
1	1	7			\$1,446.00
1	1	8			\$1,000.00
1	1	9			\$4,376.00
2	1	3			\$3,150.00
3	1	1			\$1,450.00
4	1	2			\$1,051.00
4	1	3			\$5,286.50
<b>Sub-Total</b>					<b>\$123,280.50</b>
<b>197 - State Compensatory</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$130,209.08
1	1	5			\$8,000.00
1	1	6			\$10,620.00
<b>Sub-Total</b>					<b>\$148,829.08</b>
<b>199 - Local</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
5	3	1			\$0.00
5	3	3			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>Grand Total</b>					<b>\$272,109.58</b>