

Bay City Independent School District

Linnie Roberts Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics
Top 25% Closing Performance Gaps



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. RTI Program.
2. Grade Level Interventions.
3. Meal program for all students (free breakfast and lunch).
4. Backpack buddies.
5. Capturing Kids Hearts

Problem Statements Identifying Demographics Needs

Problem Statement 1: High percentage of our student population who are not reading on grade level. **Root Cause:** We are not systematically identifying students in need of intensive skill based instruction in a timely manner.

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. Implementation of special Programs to remediate and enrich.
2. RTI Program.
3. Small percentage of student retention.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: High percentage of our student population who are not reading on grade level. **Root Cause:** We are not systematically identifying students in need of intensive skill based instruction in a timely manner.

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. Capturing Kids Hearts.
2. Teachers work well together and have time and support to collaborate.
3. Many incentives for students academically and behaviorally.
4. "Go GREEN messages".

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School culture and climate are adversely effected by student insubordination and disruptive behavior. **Root Cause:** Students lack positive behavior examples.

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. Good support for new teachers..
2. Principal supports personal needs of staff.
3. After school tutoring and computer lab.
4. Grade level teams are welcoming and supportive of each other.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There are students with discipline issues in the classroom that affect other student's behavior. **Root Cause:** Students are unmotivated to behave and perform appropriately.

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.
5. Curriculum is aligned to the TEKS.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students do not participate in reading performance goal setting nor are they monitoring their own progress in Accelerated Reader.

Root Cause: Goals were a blanket grade level goal, not individualized goals due to lack of knowledge and training of accelerated reader.

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.

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. Measurable goals.
2. Positive impact on campus.
3. Team and campus committee meetings.
4. Procedures for before and after school duties.
5. Communication with all stakeholders.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The campus staff is not aware of the contents of the campus improvement plan from the beginning of the school year. **Root Cause:** The data is furnished to the Campus Leadership Committee at the end of the year and should be shared with the entire campus.

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. Campus staff that are technology knowledgeable and able to share.
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.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers have a lack of comprehension and are unable to implement technology in the learning process. **Root Cause:** There has not been adequate time or real world strategies provided in order to implement the technology.

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 2017-2018 school year.

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

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p style="text-align: center;">System Safeguard Strategy Critical Success Factors 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>	2.0, 8.0, 9.0	Principal, Asst. Principal, Grade Level Teachers	Increased passing percentage of benchmark test results.			
Funding Sources: 211 - Title I - \$0.00						
<p style="text-align: center;">System Safeguard Strategy</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>	3.0	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 style="text-align: center;">System Safeguard Strategy Critical Success Factors 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>	2.0, 4.0	Principal	Increased passing percentage on end of six weeks assessments, benchmark assessment and state mandated assessments.			

<p align="center">Critical Success Factors CSF 7</p> <p>4) Provide training and mentoring using retired teachers 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>	4.0, 5.0	Assistant Principal, Principal	Improvement in student assessment results.			
<p align="center">System Safeguard Strategy Critical Success Factors 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>	9.0	Principal, Classroom Teachers	Increased passing percentage on benchmark tests and state assessments.			
Funding Sources: 211 - Title I - \$14,000.00, 197 - State Compensatory - \$8,000.00						
<p align="center">System Safeguard Strategy Critical Success Factors 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>	3.0	Principal, Intervention teacher	Fluency and TPRI skill mastery will increase, as will alphabet assessment.			
Funding Sources: 197 - State Compensatory - \$10,620.00						
<p align="center">System Safeguard Strategy</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>	9.0	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.			
Funding Sources: 211 - Title I - \$1,446.00						
<p align="center">System Safeguard Strategy Critical Success Factors 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>	8.0	Principal and team leaders	Benchmark scores, report cards and walkthroughs			
Funding Sources: 211 - Title I - \$1,000.00						
















<p>System Safeguard Strategy</p> <p>9) 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.</p>		<p>Writing Teachers, Principal</p>	<p>Increased performance on local and state assessments.</p>			
<p>10) 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.</p>	<p>1.0, 2.0</p>	<p>Principal, Asst. Principal, Team Leaders</p>	<p>Increased performance on local and state assessments, as well as an increased number of students achieving commended performance.</p>			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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:










Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
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. Recess is provided for students.	10.0	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.	10.0	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.	10.0	Team Leaders, Principal	Increase in student awareness.			
5) Students with significant cognitive and physical limitations will have access to a motor lab room filled with adaptive equipment and motor skill planning activities.		Sp. Education Team Leader, Principal	Special education students will receive weekly instruction for increasing motor skills.			
 = 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:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Roberts Administrators and Kindergarten teachers will meet with local Head Start Program and BCISD Pre-K Program each year to ensure alignment of curriculum and goals.	7.0	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.	7.0	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:





















Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
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.	1.0	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.	9.0	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.	1.0	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:












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
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.	10.0	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.	10.0	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:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
System Safeguard Strategy Critical Success Factors CSF 7 1) On-going quality staff development will be provided for all faculty, including but not limited to Capturing Kids Hearts, Stetson and Associates, Region III and Region IV consultants.	4.0	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.	1.0, 5.0	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:
















Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Utilization of Promethean Boards and student responders to incorporate an interactive classroom for student curriculum enhancement and purchase 4 new Promethean Boards for 1st grade teachers.	5.0, 9.0	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						
System Safeguard Strategy Critical Success Factors CSF 1	3.0, 9.0	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, A-Z Reading, Discovery Education, 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.			
5) Purchase 4 new desk top computers with DVD drives that are compatible with the 4 new Promethean Boards.	5.0, 9.0	Principal	Increased performance on local and statement assessments.			
= 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:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>System Safeguard Strategy Critical Success Factors CSF 5</p> <p>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.</p>	6.0, 9.0	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.	6.0	Principal, Counselor	Number of parents who attend conference.			
3) Teachers will prepare activities for parents to participate in on Parent Involvement Day.	6.0	Principal, Classroom Teachers	Number of parents who participate in Parent Involvement Day.			
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) Each semester, grade levels will provide a nightly parent involvement activity for engaging students in the content areas.</p>	6.0					
 = 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:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Teachers will communicate with parents in their weekly classroom newsletters and parent/teacher conferences.</p>	9.0	Principal, Asst. Principal	Administrators will receive and review newsletters.			
<p>Critical Success Factors 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>Critical Success Factors 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>	9.0	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 97% by the end of the 2017-2018 school year.

Evaluation Data Source(s) 3: Review of attendance reports indicating achievement of 97% attendance for the year.

Summative Evaluation 3:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
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.			
Critical Success Factors 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 the second through fifth six weeks, students with perfect attendance will be entered for a chance to win one of six \$50.00, Wal-Mart shopping spree.		Assistant Principal	Daily attendance will increase.			
7) Conduct a comprehensive needs assessment for student attendance.		Principal, Asst. Principal	AEIS data report.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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	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 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, A-Z Reading, Discovery Education, 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.
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>
6100 Payroll Costs		
197-11-6112.00-104-8-30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$6,000.00
197-11-6119.00-104-8-30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$11,267.00
197-11-6129.00-104-8-30	6129 Salaries or Wages for Support Personnel	\$78,278.00
197-11-6129.88-104-8-30	6129 Salaries or Wages for Support Personnel	\$19,245.00
197-11-6129.89-104-8-30	6129 Salaries or Wages for Support Personnel	\$20,543.00
6100 Subtotal:		\$135,333.00

Personnel for Linnie Roberts Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Roberts	Teacher	Intervention	.2
Roberts	Instructional Aide	Kindergarten	1
Roberts	Instructional Aide	1st Grade	1
Roberts	Instructional Aide	3rd Grade	1

Title I Components

Schoolwide Program Plan

Ten Schoolwide Components

- 1: Comprehensive Needs Assessment**
- 2: Schoolwide Reform Strategies**
- 3: Instruction by highly qualified professional teachers**
- 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**
- 5: Strategies to attract highly qualified teachers**
- 6: Strategies to increase parental involvement**
- 7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**
- 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**
- 9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**
- 10: Coordination and integration of federal, state and local services and programs**

Title I Component 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

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Melisa Carroll	Principal
Administrator	Laura Leones	Asst. Principal
Classroom Teacher	Lisa Stuhler	Kindergarten
Classroom Teacher	Connie Coney	First Grade
Classroom Teacher	Charlene Godley	Second Grade
Classroom Teacher	Katherine Gassen	Third Grade
Classroom Teacher	Gina Branton	Fourth Grade
Classroom Teacher	Melody Garrison	Fifth Grade
Paraprofessional	Yolanda Brooks	Instructional Aide
Non-classroom Professional	Angelique Marsh	Inclusion Teacher
Business Representative	Nicasio Perez	Business
Community Representative	Becky Denn	Community
Non-classroom Professional	Faith Petteway	Counselor
Parent	Tanisha Sardinea	Parent
District-level Professional	Lisa Moya	Curriculum & Instruction
Business Representative	Dianne Stone	Business Representative
Community Representative	Doreen Bounds	Community Representative
Parent	Kimberley Lewis	Parent

Campus Funding Summary

211 - Title I					
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
2	1	3			\$3,150.00
3	1	1			\$1,450.00
4	1	2			\$1,051.00
4	1	3			\$5,286.50
Sub-Total					\$118,904.50
197 - State Compensatory					
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
Sub-Total					\$148,829.08
199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
5	3	1			\$0.00
5	3	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$267,733.58