

Bay City Independent School District
Linnie Roberts Elementary
2018-2019 Campus Improvement Plan



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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Linnie Roberts student demographics consists of approximately 39% Hispanic, 20% White, 37% African American, 74% Economically Disadvantaged, and 13% 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, 67% of all the students met approaches or above in Reading, 73% in Math, 60% in Writing and 63% 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. The use of retired teachers as Mentor teachers and the addition of a Campus Instructional Coach for this year will increase scores by modeling best instructional practices for teachers and working in with groups in planning fidelity with TEKS Resource System. In addition, the master schedule will build in PLC time weekly for coaches to work with teams, disaggregating data and focusing on instructional improvement.

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. "PROWL" Positive Behavior Program
5. LRE PTO

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 96% 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. After school tutorials are provided for all students, along with GT enrichment.
3. Opportunity to utilize additional instructional programs, such as 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.

Parent and Community Engagement

Parent and Community Engagement 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 three programs for the community-Hispanic Heritage Program, Winter Program and the Black History program. Roberts also has started a PTO for the 2018-2019 school year.

Parent and Community Engagement Strengths

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

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.

Priority Problem Statements

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
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

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
- TTESS data

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: Roberts Elementary will increase Student Growth Measure in Reading by 23%-reaching the target of 80% achieving the STAAR growth measure.

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

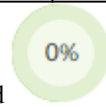
Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
<p>Targeted Support 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 and Lexia, as well as the Intervention teacher.</p>	Principal, Asst. Principal, Grade Level Teachers	Increased passing percentage of benchmark test results.			
<p>2) The Campus Instructional Coach will model best instructional practices for teachers and work with groups in planning fidelity with TEKS Resource System along with disaggregating data and focusing on instructional improvement during PLCs.</p>	Principal	Increased performance on local and state assessments, as well as an increased number of students achieving commended performance.			
<p>Critical Success Factors CSF 1</p> <p>3) Utilize instructional aides to focus on reading 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>	Principal, Assistant Principal, Grade Level Teachers	Increased passing percentage of benchmark test results.			

<p align="center">Critical Success Factors CSF 7</p> <p>4) Professional development will focus on reading 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>	Principal	Increased passing percentage on end of six weeks assessments, benchmark assessment and state mandated assessments.			
<p>Funding Sources: 211 - Title I - 6000.00</p>					
<p align="center">Critical Success Factors CSF 7</p> <p>5) 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>	Assistant Principal, Principal	Improvement in student assessment results.			
<p>Funding Sources: 211 - Title I - 12000.00</p>					
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) 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>	Principal, Classroom Teachers	Increased passing percentage on benchmark tests and state assessments.			
<p>Funding Sources: 197 - State Compensatory - 10000.00</p>					
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 2</p> <p>7) 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>	Principal, Intervention teacher	Fluency and TPRI skill mastery will increase, as will alphabet assessment.			
<p align="center">Comprehensive Support Strategy</p> <p>8) Supplies, such as ink cartridges and projector bulbs, as well as updated STAAR materials will be provided to enhance and support the curriculum.</p>	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 - 12500.00</p>					
<p>9) 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>	Principal, Asst. Principal, Team Leaders	Increased performance on local and state assessments, as well as an increased number of students achieving commended performance.			



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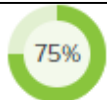


Goal 1: Roberts Elementary will provide quality teaching and rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science skills.

Performance Objective 2: Roberts Elementary will increase Student Growth Measure in Math by 31%-reaching the target of 80% achieving the STAAR growth measure.

Evaluation Data Source(s) 2: Review of Texas Education Agency's State Assessment Reports

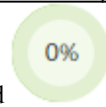
Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
<p>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 and Lexia, as well as the Intervention teacher.</p>	Principal, Asst. Principal, Grade Level Teachers	Increased passing percentage of benchmark test results.			
<p>2) The Campus Instructional Coach will model best instructional practices for teachers and work with groups in planning fidelity with TEKS Resource System along with disaggregating data and focusing on instructional improvement during PLCs.</p>	Principal	Increased performance on local and state assessments, as well as an increased number of students achieving commended performance.			
<p>Critical Success Factors CSF 1</p> <p>3) Utilize instructional aides to focus on math 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>	Principal, Assistant Principal, Grade Level Teachers	Increased passing percentage of benchmark test results.			
<p>Critical Success Factors CSF 7</p> <p>4) Professional development will focus on math 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>	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>5) 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>	Assistant Principal, Principal	Improvement in student assessment results.			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) 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>	Principal, Classroom Teachers	Increased passing percentage on benchmark tests and state assessments.			
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 2</p> <p>7) 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>	Principal, Intervention teacher	Fluency and TPRI skill mastery will increase, as will alphabet assessment.			
<p align="center">Comprehensive Support Strategy</p> <p>8) Supplies, such as ink cartridges and projector bulbs, as well as updated STAAR materials will be provided to enhance and support the curriculum.</p>	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 align="center">Comprehensive Support Strategy Critical Success Factors CSF 2 CSF 4 CSF 7</p> <p>9) 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>	Principal and team leaders	Benchmark scores, report cards and walkthroughs			
<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>	Principal, Asst. Principal, Team Leaders	Increased performance on local and state assessments, as well as an increased number of students achieving commended performance.			



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= No Progress



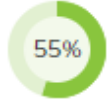



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Goal 1: Roberts Elementary will provide quality teaching and rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science skills.





Performance Objective 3: Roberts Elementary will increase the percentage of students achieving "Meets" standard level on STAAR Writing by 8%-reaching the target of 40%. (Current % = 32%)

Evaluation Data Source(s) 3: Review of Texas Education Agency's State Assessment Reports

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
<p>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 and Lexia, as well as the Intervention teacher.</p>	Principal, Asst. Principal, Grade Level Teachers	Increased passing percentage of benchmark test results.			
<p>2) The Campus Instructional Coach will model best instructional practices for teachers and work with groups in planning fidelity with TEKS Resource System along with disaggregating data and focusing on instructional improvement during PLCs.</p>	Principal	Increased performance on local and state assessments, as well as an increased number of students achieving commended performance.			
<p>Critical Success Factors CSF 1</p> <p>3) Utilize instructional aides to focus on writing 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>	Principal, Assistant Principal, Grade Level Teachers	Increased passing percentage of benchmark test results.			
<p>Critical Success Factors CSF 7</p> <p>4) Professional development will focus on writing 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>	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>5) 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>	<p>Assistant Principal, Principal</p>	<p>Improvement in student assessment results.</p>			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) 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>	<p>Principal, Classroom Teachers</p>	<p>Increased passing percentage on benchmark tests and state assessments.</p>			
<p>Funding Sources: 197 - State Compensatory - 10000.00</p>					
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 2</p> <p>7) 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>	<p>Principal, Intervention teacher</p>	<p>Fluency and TPRI skill mastery will increase, as will alphabet assessment.</p>			
<p align="center">Comprehensive Support Strategy</p> <p>8) Supplies, such as ink cartridges and projector bulbs, as well as updated STAAR materials will be provided to enhance and support the curriculum.</p>	<p>Principal, Team Leaders</p>	<p>Lesson plans, walkthroughs and observations, as well as teacher self-report parts II and III will show usage of TEKS Resource materials.</p>			
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 2 CSF 4 CSF 7</p> <p>9) 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>	<p>Principal and team leaders</p>	<p>Benchmark scores, report cards and walkthroughs</p>			
<p align="center">Comprehensive Support Strategy</p> <p>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.</p>	<p>Writing Teachers, Principal</p>	<p>Increased performance on local and state assessments.</p>			





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.	Principal, Asst. Principal, Team Leaders	Increased performance on local and state assessments, as well as an increased number of students achieving commended performance.			
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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 4: Roberts Elementary will increase the percentage of students achieving "Meets" standard level on STAAR Science by 10%-reaching the target of 35% (Current % = 25%)

Evaluation Data Source(s) 4: Review of Texas Education Agency's State Assessment Reports

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
<p>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 and Lexia, as well as the Intervention teacher.</p>	Principal, Asst. Principal, Grade Level Teachers	Increased passing percentage of benchmark test results.			
<p>2) The Campus Instructional Coach will model best instructional practices for teachers and work with groups in planning fidelity with TEKS Resource System along with disaggregating data and focusing on instructional improvement during PLCs.</p>	Principal	Increased performance on local and state assessments, as well as an increased number of students achieving commended performance.			
<p>Critical Success Factors CSF 1</p> <p>3) Utilize instructional aides to focus on 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>	Principal, Assistant Principal, Grade Level Teachers	Increased passing percentage of benchmark test results.			
<p>Critical Success Factors CSF 7</p> <p>4) Professional development will focus on 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>	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>5) 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>	Assistant Principal, Principal	Improvement in student assessment results.			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) 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>	Principal, Classroom Teachers	Increased passing percentage on benchmark tests and state assessments.			
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 2</p> <p>7) 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>	Principal, Intervention teacher	Fluency and TPRI skill mastery will increase, as will alphabet assessment.			
<p align="center">Comprehensive Support Strategy</p> <p>8) Supplies, such as ink cartridges and projector bulbs, as well as updated STAAR materials will be provided to enhance and support the curriculum.</p>	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>9) 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>	Principal, Asst. Principal, Team Leaders	Increased performance on local and state assessments, as well as an increased number of students achieving commended performance.			
<p align="center">Comprehensive Support Strategy</p> <p>10) 5th grade science teachers will meet with all grade levels and develop a plan for improving specific grade level science skills.</p>	Science Teachers, Principal	Increased performance on local and state assessments.			
 = Accomplished  = 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 5: Roberts Elementary attendance rate will meet or exceed 97% every six week grading period.

Evaluation Data Source(s) 5: District attendance reports

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) 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.			
2) Students who have 10 or more unexcused school absences will be required to conference with BCISD Dropout Prevention Specialist.	Principal, Attendance Clerk	Increase of student attendance			
<p>Critical Success Factors CSF 5</p> 3) Home visits will be conducted to students and parents who have chronic attendance problems.	Principal, Teachers	Daily attendance will increase.			
 = Accomplished  = 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 "PROWL" 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	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.	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.	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 - 2750.00					
4) Conduct a comprehensive needs assessment for discipline to help create a positive campus profile.	Principal, Asst. Principal				
= Accomplished = 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	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.	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.	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 = 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
Comprehensive Support 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.	Principal, Asst. Principal	Faculty members will utilize best practices in delivery of content and teaching strategies.			
	Funding Sources: 211 - Title I - 6000.00				
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.	Principal, Asst. Principal	Increase balance of campus ethnicity as reflected by AEIS data.			
= Accomplished = 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Utilization of Promethean Boards and student responders to incorporate an interactive classroom for student curriculum enhancement.	Principal	Increased performance on local and state assessments.			
2) AT&T Data plan and Eduphoria program will be used by campus administrators to aide in T-TESS evaluations.	Principal, Asst. Principal	Number of weekly and monthly PDAS observations.			
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors</p> <p>CSF 1</p> <p>3) Teachers and students will continue to utilize Success Maker, Starfall, Spelling City, A-Z Reading, Discovery Education, Lexia, and STAR Renaissance Reading and Math in order to provide remediation and enhance curriculum.</p>	Principal, Classroom Teachers	Increased academic performance on specific TEKS objectives.			
= Accomplished = No Progress = Discontinue					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	7	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	8	Supplies, such as ink cartridges and projector bulbs, as well as updated STAAR materials will be provided to enhance and support the curriculum.
1	2	7	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	2	8	Supplies, such as ink cartridges and projector bulbs, as well as updated STAAR materials will be provided to enhance and support the curriculum.
1	2	9	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	3	7	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	3	8	Supplies, such as ink cartridges and projector bulbs, as well as updated STAAR materials will be provided to enhance and support the curriculum.
1	3	9	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	3	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.
1	4	7	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	4	8	Supplies, such as ink cartridges and projector bulbs, as well as updated STAAR materials will be provided to enhance and support the curriculum.
1	4	10	5th grade science teachers will meet with all grade levels and develop a plan for improving specific grade level science skills.

Goal	Objective	Strategy	Description
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, Starfall, Spelling City, A-Z Reading, Discovery Education, Lexia, and STAR Renaissance Reading and Math in order to provide remediation and enhance curriculum.

State Compensatory

Personnel for Linnie Roberts Elementary:

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Roberts	Instructional Aide	4th Grade	1.0
Roberts	Instructional Aide	5th Grade	1.0

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$6,000.00
1	1	5			\$12,000.00
1	1	8			\$12,500.00
2	1	3			\$2,750.00
3	1	1			\$6,000.00
Sub-Total					\$39,250.00
Budgeted Fund Source Amount					\$208,759.00
+/- Difference					\$169,509.00
197 - State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$10,000.00
1	3	6			\$10,000.00
Sub-Total					\$20,000.00
Budgeted Fund Source Amount					\$107,000.00
+/- Difference					\$87,000.00
Grand Total					\$59,250.00