

**District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in academic areas.**
**Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.**
**Objective: All student populations will maintain 90% or higher in Reading and Math on Benchmarks/Common Assessments and achieve maximum grade level Tier I on iStation.**
**Strategy: Instruct all students in grade level Reading and Math TEKS.**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Continue to teach the reading series and supplemental reading series	Teachers and instructional specialists	Adopted reading series, Leveled Literacy Intervention \$10,000	May, 13	Benchmark, Test Results, TELPAS, RtI Documentation	AEIS, TELPAS, DRA Scores and iStation	September 2012 to June 2013	2 and 5	AEIS	All
Students in K-2 will recognize the appropriate sight words from the reading series and district curriculum	Teachers and instructional specialists	Adopted reading series, District Scope & Sequence	May, 13	Daily, weekly evaluation until mastery	AEIS and iStation, Oral Vocabulary Sight Word Test	August 2012 to June 2013	2 and 5	AEIS	All
Use computers to enhance and individualize the reading program	Teachers and instructional specialists	Reading Eggs, Study Island, AR & STAR, iStation \$2,400	May, 13	Monitor Lesson Plans, Online Usage Reports	AEIS, AR, Online Assessments Reports and iStation EOY	August 2012 to June 2013	2 and 9	AEIS	All
Provide supplemental 1-1, small group, mentor and tutoring services for identified low performing students	K-2 Teachers and Tutors	Low level reading materials, Leveled Literacy Intervention, iStation, DRA Kits Title Funds \$10,000	May-13	iStation Reports, AR and Star	AEIS and iStation	August 2012 to June 2013	2 and 3	AEIS	All

**Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)**
**Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged**
**School Wide Components Title I**

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

**District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.**

**Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.**

**Objective: All student populations will maintain 90% or higher in Reading and Math on Benchmarks/Common Assessments and achieve maximum grade level Tier I on iStation.**

**Strategy: Instruct all students in grade level reading and math TEKS.**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Perform supplemental 1-1 small group mentor and tutoring services for low performing students who are at risk in math	Teachers, Intervention specialists, tutors	TEMI Interventions, math materials - local \$3,000, Tutor \$4,000 Title I Teacher's Salaries	May, 2013	Lesson Plans and Tutoring Time Sheets	Benchmarks and Common Assessments	September 2012 to May 2013	2 and 3	AEIS	All
Provide small group instruction in kindergarten literacy groups	Teachers, intervention specialists and tutors	Literacy Books, literacy manipulatives	May, 2013	Lesson Plans and Tutoring Time Sheets	Lesson Plans and TEKS Literacy Sheets	September 2012 to May 2013	2 and 7	Common Assessments	All
Provide identified GT students with differentiated instruction	Teachers, Counselor, Librarian	GT Supplies \$4,000	May, 2013	Lesson Plans	Project Completion	September 2012 to May 2013	2, 3, and 9	AEIS	GT
Instruct math processes and skills using adopted math series	Teachers and Special Education Teachers	Textbooks Local, State Comp Ed \$500	May, 2013	Lesson Plans	Benchmarks	August 2012 to June 2013	2, 3 and 9	AEIS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

**School Wide Components Title I**

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

**District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.**

**Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.**

**Objective: All student populations will maintain 90% or higher in Reading and Math on Benchmarks/Common Assessments and achieve maximum grade level Tier I on iStation.**

**Strategy: Instruct the students in grade level Reading and Math TEKS.**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Use supplemental math and reading materials to enhance learning	Teachers and Intervention Specialists	Supplemental Math Materials \$1,500 Local	May, 2013	Lesson Plans	Benchmarks and Common Assessments	August 2012 to May 2013	2, 3, and 9	AEIS	All
Use computer software and additional programs from the Internet to enhance math and reading instruction	Teachers and Intervention Specialists	Computer Lab and Class Computers Supplies \$2,700 Local	May, 2013	Lesson Plans	Benchmarks and Common Assessments	August 2012 to May 2013	2, 3, and 9	AEIS	All
Use manipulative and learning centers to create and maintain students' natural curiosity	Teachers and Intervention Specialists	Local \$200 Per Teacher	May, 2013	Lesson Plans	Benchmarks and Common Assessments	August 2012 to May 2013	2, 3 and 9	AEIS	All
Provide response to intervention and 504 support by general education teachers	Teachers and Intervention Specialists	General Educ. Teachers and Intervention Specialists	May, 2013	Lesson Plans	Benchmarks and Common Assessments	August 2012 to May 2013	2, 3 and 9	AEIS, and Benchmarks	All
Provide small group math and reading assistance by Intervention Specialists	Intervention Specialists	Title I Teacher's Salary	May, 2013	Lesson Plans	DRA2, iStation and TEMI Benchmarks	August 2012 to May 2013	2, 3 and 9	AEIS and Benchmarks	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

**School Wide Components Title I**

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

**District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.**

**Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.**

**Objective: All student populations will maintain 90% or higher on on Benchmarks/Common Assessments and achieve maximum grade level Tier I on iStation.**

**Strategy: Instruct all students in grade level materials in all subject areas.**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Provide dual language instructional materials for ELL learners.	Teacher, Instructional Specialist and Principal	ELL Reading Materials \$1,885	May, 2013	Lesson Plans	iStation, Benchmarks and Common Assessments	August 2012 to June 2013	2 and 9	AEIS and Report Card Grades	ESL
Provide K - 2 students TEKS based science instruction	Teacher, Instructional Specialist and Principal	FOSS Kits and Science Lab supplies Local \$1,000	May, 2013	Lesson Plans	Benchmarks and Common Assessments	August 2012 to June 2013	3, 5, and 10	AEIS and Report Card Grades	All
Utilize strategies and materials appropriate for ELL students	Teacher, Instructional Specialist and Principal	Literacy Wrok Station and Avenues	May, 2013	Lesson Plans	TELPAS Reading	August 2012 to June 2013	2, 4 and 5	AEIS and Report Card Grades	ESL
Provide opportunities for individual reading practice.	Teacher, Instructional Specialist and Principal	Library Books \$3,000 Local and Journey's Leveld Readers	May, 2013	Lesson Plans	iStation, Benchmarks and Common Assessments	August 2012 to June 2013	2, 3 and 9	DRA/EDL AEIS and Report Card Grades	All
Maintain a writing portfolio that will be passed to the next grade level for each student	Teacher, Instructional Specialist and Principal	Folder Supplies \$200 Local	May, 2013	Writing Portfolio for each student	Common Assessments & Writing Rubric	August 2012 to June 2013	2, 3 and 5	AEIS and Report Card Grades	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

**School Wide Components Title I**

1. A comprehensive needs assessment;
2. Schoolwide reform strategies;
3. Instruction by highly qualified teachers;
4. Professional development;
5. Highly qualified teachers;
6. Parental Involvement;
7. Transition from early childhood programs;
8. Include teachers in the decisions;
9. Effective, timely additional assistance;
10. Coordination and integration

<b>District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.</b>									
<b>Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.</b>									
<b>Objective: All student populations will maintain 90% or higher on Benchmarks/Common Assessments and achieve maximum grade level Tier I on iStation.</b>									
<b>Strategy: Instruct all students in grade level material in all content areas.</b>									
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Empowering Writing Training	Principal, Instructional Specialist	Local Curriculum Director	August, 2013	Sign In Sheet and Lesson Plans	Benchmark Data	August 2012 to June 2013	4	FS	All
Reading Mastery Training Pre-K and Kindergarten	Principal and Teachers	Training Materials and Attend Conferences	August, 2013	Lesson Plans	iStation Data	August 2012 to June 2013	4	AEIS	All
Student opportunities to use computers, iTouch, iPad, and similar technology for research and skills practice.	Teachers, Instructional and Math Specialist	Computer Lab, iTouches, iPads, Kindle Fire, Google Pad	May, 2013	Lesson Plans	Teacher Observation	August 2012 to June 2013	10	Technology TEKS	All
Students will demonstrate competency in technology TEKS for their grade level	Teachers, Instructional and Math Specialist	Computer Lab and 4-5 Computers Per Classroom	May, 2013	Lesson Plans	Technology TEKS	August 2012 to June 2013	5 and 9	Technology TEKS	All
Provide at least 30% of instruction at or above the application level of Bloom's Taxonomy	Teachers, Instructional and Math Specialist	Hands on manipulative supplies	May, 2013	Snapshot Visits	CARA Data	August 2012 to June 2013	2, 3 and 5	Rtl Data	All

**School Wide Components Title I**

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

**District Goal 2: Develop and implement procedures to enhance a positive school climate.**

**Campus Goal: The staff at Emma Roberson Elementary will create a positive school climate.**

**Objective: Parents, students and community members will have a positive experience at Emma Roberson Elementary.**

**Strategy: All staff members will demonstrate a positive attitude when dealing with others.**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Students will be invited to attend kindergarten roundup	Principal and Kindergarten Teachers	Enrollment Forms	May 2013 & August 2013	Kindergarten Enrollment Documentation	Number of Students Enrolled	August, 2013	7	O	All
Host school visits for private school Pre-K students	Principal and Kindergarten Teachers	Time for facilities tour	May, 2013	Schedule of Tours	Number of Students Participating	May, 2013	7	0	All
Parents will be invited to meet the teacher before school begins	Principal and Teachers	Teacher Presentations	August 23, 2012	Sign In Sheets	Number of Parents Attending	August, 2013	6 and 7	0	All
Schedule parent/teacher conferences	Teachers	Teachers	May, 2013	Conference Records	Number of Parents Attending	August, 2012 to May, 2013	6	0	All
Administration will be visible and available to students, teachers and parents	Principal, and A Principal,	Campus Administration	May, 2013	Survey	Survey Results	August, 2012 to June, 2013	6,8,9,10	Parent and Teacher Survey	All
Focus on positive home/school relations	Emma Roberson Elementary Staff	Emma Roberson Elementary Staff	June, 2013	Survey	Survey Results	August, 2012 to May, 2013	6	Parent and Student Survey	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

**School Wide Components Title I**

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

**District Goal 2: Develop and implement procedures to enhance a positive school climate.**

**Campus Goal: The staff at Emma Roberson Elementary will create a positive school climate.**

**Objective: Parents, students and community members will have a positive experience at Emma Roberson Elementary.**

**Strategy: All staff members will demonstrate a positive attitude when dealing with others.**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Parents will serve on the site based committee	Principal and Parents	Parents	May, 2013	Agenda for Meetings	Record of Attendance	August, 2012 to May, 2013	6	Attendance Records	All
Parents and teachers will participate in PTO	Principal, Teachers and Parents	Parents and Teachers	May, 2013	PTO Minutes	Surveys	August, 2012 to May, 2013	6	FS	All
Parents will have access to a parent center for academic assistance.	Principal, Teachers and Parents	Academic Supplies including technology Title I Parenting Funding	May, 2013	Parent Center Sign In Forms	Parent Survey	August, 2012 to May, 2013	6	PS & RTI	All
Parents and teachers will serve on the Title I Committee	Principal, Teachers and Parents	Parents and Teachers	May, 2013	Meeting Minutes	Surveys	August, 2012 to May, 2013	6	Faculty Survey and Parent Survey	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

**School Wide Components Title I**

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

**District Goal 2: Develop and implement procedures to enhance a positive school climate.**

**Campus Goal: The staff at Emma Roberson Elementary will create a positive school climate.**

**Objective: Parents, students and community members will have a positive experience at Emma Roberson Elementary.**

**Strategy:**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Parents will complete a survey as part of the comprehensive needs assessment	Director of Public Information and Parents	Survey	February, 2012	Survey Results	Analysis of Results	February, 2012	6	Parent Survey	All
Maintain an orderly and safe climate	Principal and Teachers	Personnel	May, 2012	Survey Results	Analysis of Results	May, 2012	2	FS	All
Implement Character Program	Counselor	Resource Kits	May, 2012	Counselor Plans Lesson Plans	FS and SS	September, 2011 to May, 2012	2	FS and SS	All
Present lessons on bullying	Counselor	Lesson Plans	May, 2012	Counselor Plans Lesson Plans	FS and SS	August, 2011 to May, 2012	2	FS and Ss	All
Participate in Red Ribbon Week	Counselor	Lesson Plans	October, 2011	Lesson Plans	FS and SS	October, 2011 to May, 2012	2	FS and SS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

**School Wide Components Title I**

1. A comprehensive needs assessment;
2. Schoolwide reform strategies;
3. Instruction by highly qualified teachers;
4. Professional development;
5. Highly qualified teachers;
6. Parental Involvement;
7. Transition from early childhood programs;
8. Include teachers in the decisions;
9. Effective, timely additional assistance;
10. Coordination and integration



**District Goal 2: Develop and implement procedures to enhance a positive school climate.**

**Campus Goal: The staff at Emma Roberson Elementary will create a positive school climate.**

**Objective: Parents, students and community members will have a positive experience at Emma Roberson Elementary.**

**Strategy: All staff members will demonstrate a positive attitude when dealing with others.**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Emma Roberson Elementary will reduce the number of discipline referrals by 10%	Principal and Teachers	Discipline Referral Forms	May, 2013	Discipline Referrals	Reduced Number of Discipline Referrals	August, 2012 to May, 2013	2	DR	All
Terrific Kids	Principal, Teachers and Counselor	Reward Celebration	May, 2013	Schedule of Events	Number of Student Participants	August, 2012 to May, 2013	9	FS and SS	All
Kelso	Teachers and Counselor	Kelso Materials	May, 2013	Lesson Plans	Teacher Observation	August, 2012 to May, 2013	9	FS and SS	All
Emma Roberson Elementary will use Capturing Kids Hearts strategies	Principal, teachers and staff	CKH Professional Development	May, 2013	Walk Through Documentation, Discipline Referrals	Reduced Number of Discipline Referrals	August, 2012 to May, 2013	9	FS and SS	All
Emma Roberson Elementary will use Rachel's Challenge curriculum	Principals, Counselor, and Teachers	Rachel's Challenge Materials	May, 2013	Lesson Plans, Kindness Links	Increased Positive School Climate	August, 2012 to May, 2013	4	O - district wide mandated program	All
Lunch with the AP	Assistant Principal	Reward Celebration	May, 2013	Schedule of Students	Reduced Number of Discipline Referrals	August, 2012 to May, 2013	1	FS	All
Therapy Dog	Principal	Reward Celebration	May, 2013	Student Tally	Increased Positive School Climate	August, 2012 to May, 2013	2	O - Principal Program Implementation	All
Beginning of Year Phone Calls	Teachers	AGR cards / Skyward	May, 2013	Teacher Documentation	Increased Positive School Climate	August, 2012 to May, 2013	2	O - Principal Program Implementation	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

**School Wide Components Title I**

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

**District Goal 3: Develop a fiscal plan that focuses on instruction while maintaining a viable fund balance.**

**Campus Goal: The fiscal plan for Emma Roberson Elementary will focus on instruction and a viable fund balance will be maintained.**

**Objective: The budget for Emma Roberson Elementary will provide adequate resources to meet all instructional needs.**

**Strategy: The Site Based Committee will help develop a budget that will meet the instructional needs at Emma Roberson Elementary.**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Develop a budget for the 2013-2014 school year	Principal and Site Based Committee	Budget Allocation	March, 2013	Completed Budget	Adequate Resources for Instructional Program	August, 2012 to May 2013	8	FS	All
Maintain appropriate and efficient expenditures	Principal and Secretary	Budget Allocation	June, 2013	Skyward Budget Reports	Adequate Resources for Instructional Program	August, 2012 to May 2013	10	Skyward Reports	All
Involve Site Based Committee and Emma Roberson Elementary Staff in Budget Decisions	Principal, Site Based Committee and Staff Members	Budget Allocation	March, 2012 to June, 2013	Meeting Minutes	Adequate Resources for Instructional Program	August, 2012 to May 2013	10	Skyward Reports	All
Monitor all expenditures	Principal and Secretary	Budget Allocation	July, 2012 to June, 2013	Skyward Reports	Balanced Budget	July, 2012 to June, 2013	10	Skyward Reports	All
The budget will focus on instructional programs	Principal, Site Based Committee and Staff Members	Budget Allocation	July, 2012 to June, 2013	Skyward Reports	Budget Expenditures	July, 2012 to June, 2013	10	Skyward Reports	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

**School Wide Components Title I**

1. A comprehensive needs assessment;
2. Schoolwide reform strategies;
3. Instruction by highly qualified teachers;
4. Professional development;
5. Highly qualified teachers;
6. Parental Involvement;
7. Transition from early childhood programs;
8. Include teachers in the decisions;
9. Effective, timely additional assistance;
10. Coordination and integration

**District Goal 4: Recruit, develop and retain a well-qualified staff.**

**Campus Goal: Emma Roberson Elementary will only employ highly qualified teachers.**

**Objective: The site based committee will only interview highly qualified applicants.**

**Strategy: Only applicants who meet the criteria on School Recruiter will be scheduled for interviews.**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Emma Roberson Elementary will only interview highly qualified applicants.	Principal and Site Based Committee	School Recruiter	June, 2013	Applicants meet highly qualified criteria	Personnel Records	March, 2012 to June, 2013	3, 4 and 5	Human Resources Documentation	All
Employees will be compensated at a rate that is competitive with surrounding school districts.	Superintendent	District Revenue Sources	June, 2013	Salary Schedule	Number of Resignations	August, 2012 to June, 2013	8	FS	All
Provide effective instructional leadership	Principal and Assistant Principal	Campus Budget	June, 2013	Faculty Survey	iStation, Benchmarks, Common Assessments	August, 2012 to June, 2013	2	FS	All
Summer Conference	Superintendent and Curriculum Director	District Budget	August, 2012	Sign In Forms	iStation, Benchmarks, Common Assessments	August, 2012	2	FS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

**School Wide Components Title I**

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

**District Goal 4: Recruit, develop and retain a well-qualified staff.**

**Campus Goal: Emma Roberson Elementary will only employ highly qualified teachers.**

**Objective: The site based committee will only interview highly qualified teachers.**

**Strategy: Only applicants who meet the criteria on School Recruiter will be scheduled for interviews.**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Horizontal and vertical team meetings	Instructional Specialists	Meeting Agenda	May, 2013	Meeting Agendas	Curriculum Coordination	August, 2012 to May, 2013	2	FS	All
Teachers will be competent in technology TEKS and the integration of technology into the curriculum	Technology Committee	Training Schedule	May, 2013	Meeting Agendas	PDAS	August, 2012 to May, 2013	4	Star Chart	All
Yearly Safety Training	Assistant Principal	Training Power Point Presentations	August, 2012	Record Sheets	Safety Records	August, 2012 to May, 2013	4	Safety Records	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

**School Wide Components Title I**

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

2012-13 Campus Improvement Plan

**District Goal 5: Develop and implement an effective plan to ensure that all district departments and campuses follow the principles of servant leadership.**

**Campus Goal: All Emma Roberson Elementary staff members will follow the principles of servant leadership.**

**Objective: All employees will follow the principles of servant leadership when dealing with students, parents and community members.**

**Strategy: All employees will practice stewardship and maintain the respect of others.**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Greet visitors with, "How may I help you?"	All EES Employees	None	June, 2013	Observation	Parent and student survey	August, 2012 to June, 2013	9	Student Survey and Parent Survey	All
Demonstrate an awareness of the needs of teachers, parents and students	Principal, Assistant Principal and Teachers	None	June, 2013	Observation	Parent and student survey	August, 2012 to June, 2013	9	Student Survey and Parent Survey	All
Practice stewardship and maintain the trust of others	Principal, Assistant Principal and Teachers	None	June, 2013	Observation	Parent and student survey	August, 2012 to June, 2013	9	Student Survey and Parent Survey	All
Develop and Review servant leadership plan with staff members	Principal and Assistant Principal	Campus Improvement Plan	June, 2013	Meeting Agenda	Parent and student survey	August, 2012 to June, 2013	9	Student Survey and Parent Survey	All
Review campus improvement plan each six weeks	Principal, Assistant Principal and Site Base Committee	Campus Improvement Plan	June, 2013	Meeting Agenda	Parent and student survey	August, 2012 to June, 2013	9	Student Survey and Parent Survey	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment;
2. Schoolwide reform strategies;
3. Instruction by highly qualified teachers;
4. Professional development;
5. Highly qualified teachers;
6. Parental Involvement;
7. Transition from early childhood programs;
8. Include teachers in the decisions;
9. Effective, timely additional assistance;
10. Coordination and integration

**2012-13 Campus Improvement Plan**

**District Goal 6: Develop and implement an effective facilities improvement plan to address instructional needs in the district.**

**Campus Goal: Emma Roberson Elementary will develop and implement an effective facilities improvement plan to address instructional needs.**

**Objective: The site based committee will assist in the development and implementation of an effective facilities improvement plan to address instruction.**

**Strategy: Emma Roberson Elementary facilities will be reviewed to determine if they are adequate to effectively address**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Request for maintenance service will address facility maintenance and repairs	Principal and Head Custodian	Maintenance Staff	June, 2013	Completed Workorders	Completion of Requested Repairs	August, 2013 to June, 2014	10	FS	All
The budget planning process will be used to address facility improvements	Principal and Secretary	Campus Budget	June, 2013	Budget Process	Completion of Requested Repairs	August, 2012 to June, 2013	10	FS	All
Review facilities improvement plan each semester	Principal and Head Custodian	None	June, 2013	Request for Maintenance	Request for Maintenance Completed	August, 2012 to June, 2013	10	FS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

**School Wide Components Title I**

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

2012-13 Campus Improvement Plan

<b>District Goal 7: Provide leadership/oversight to ensure the district meets all legal and regulatory requirements.</b>									
<b>Campus Goal: Establish procedures to ensure that Emma Roberson Elementary meets all legal and regulatory requirements.</b>									
<b>Objective: Effectively communicate all legal and regulatory requirements.</b>									
<b>Strategy: Provide professional development for staff members so they will understand legal and regulatory requirements.</b>									
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Review board policy when making decisions.	Principal and Assistant Principal	Board Policy	June, 2013	Decisions will be in compliance with School Board Policy	Implementation of School Board Policy	August, 2012 to June, 2013	10	FS	All
Communicate guidelines to staff members.	Principal and Assistant Principal	Board Policy	June, 2013	Decisions will be in compliance with School Board Policy	Implementation of School Board Policy	August, 2012 to June, 2013	10	FS	All
Implement regulations from TEA and other State Agencies with a focus on truancy	Principal and Assistant Principal and Counselor	TEA Regulations and other State Regulations Sharp Attend Prog \$1,500	June, 2013	Decisions will be in compliance with TEA and Other State Policies	Implementation of TEA Regulations and Other State Regulations and a decrease in truancy	August, 2012 to June, 2013	10	GISD Department Compliance Monitoring	All
Student/Parent Handbook	Principal and Assistant Principal	Student/Parent Handbook	June, 2013	Decisions will be made within the guidelines of the Parent/Student Handbook	Decisions that deal with students	August, 2012 to June, 2013	10	FS and SS	All
Provide information to staff members to help them identify and report children who experience sexual abuse	Counselor and Teachers	House Bill 1041 - Jenna's Law	June, 2013	Meeting Agenda	Record of Reports to CPS	August, 2012 to June, 2013	10	Reports	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment;
2. Schoolwide reform strategies;
3. Instruction by highly qualified teachers;
4. Professional development;
5. Highly qualified teachers;
6. Parental Involvement;
7. Transition from early childhood programs;
8. Include teachers in the decisions;
9. Effective, timely additional assistance;
10. Coordination and integration

**2012-13 Campus Improvement Plan**

<b>District Goal 8: Focus on student participation and extra-curricular activities.</b>									
<b>Campus Goal: Emma Roberson Elementary students will be given opportunities to participate in extra-curricular activities.</b>									
<b>Objective: 100 % of Emma Roberson Elementary students will be given an opportunity to participate in extra-curricular activities.</b>									
<b>Strategy: Students will be encouraged to participate in extra-curricular activities by staff members.</b>									
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
K-2 students will perform in a music program.	Music Teacher	Music Equipment and Supplies	May, 2013	Schedule of Events	Student Participation	August, 2012 to June, 2013	10	SS	All
All students will be provided the opportunity to participate in Free PTO activities.	PTO, Principal, Teachers and Parents	PTO Fundraisers	June, 2013	Schedule of Events	Student Participation	August, 2012 to June, 2013	6 and 10	SS	All
All students will participate in at least one fieldtrip during the school year.	PTO, Principal, Teachers and Parents	Admissions Fees and Transportation Expenses	June, 2013	Schedule of Events	Student Participation	August, 2012 to June, 2013	10	SS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

**School Wide Components Title I**

1. A comprehensive needs assessment;
2. Schoolwide reform strategies;
3. Instruction by highly qualified teachers;
4. Professional development;
5. Highly qualified teachers;
6. Parental Involvement;
7. Transition from early childhood programs;
8. Include teachers in the decisions;
9. Effective, timely additional assistance;
10. Coordination and integration