

**Granbury Independent School District
Roberson Elementary School
2014-2015 Campus Improvement Plan**



Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Value Statement

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.

We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

TEXAS EDUCATION AGENCY
2014 Accountability Summary
EMMA ROBERSON EL (111901104) - GRANBURY ISD

Accountability Rating

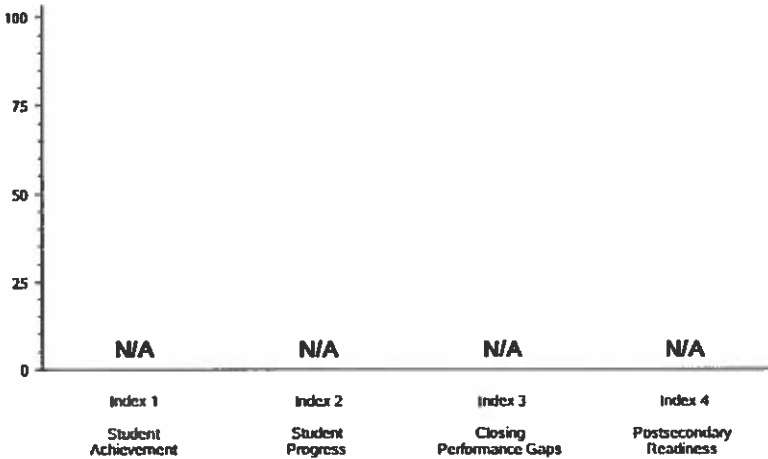
Met Standard

This campus is paired with JOHN AND LYNN BRAWNER INT (111901108)

Distinction Designation

Academic Achievement in Reading/ELA NOT ELIGIBLE
Academic Achievement in Mathematics NOT ELIGIBLE
Academic Achievement in Science NOT ELIGIBLE
Academic Achievement in Social Studies NOT ELIGIBLE
Top 25 Percent Student Progress NOT ELIGIBLE
Top 25 Percent Closing Performance Gaps NOT ELIGIBLE
Postsecondary Readiness NOT ELIGIBLE

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	N/A	N/A	N/A
2 - Student Progress	N/A	N/A	N/A
3 - Closing Performance Gaps	N/A	N/A	N/A
4 - Postsecondary Readiness	N/A	N/A	N/A

Campus Demographics

Campus Type	Elementary
Campus Size	525 Students
Grade Span	EE - 02
Percent Economically Disadvantaged	65.5%
Percent English Language Learners	23.2%
Mobility Rate	16.7%

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	N/A
Participation Rates	N/A
Graduation Rates	N/A
Total	N/A

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

TEXAS EDUCATION AGENCY
2014 Accountability Summary
 JOHN AND LYNN BRAWNER INT (111901108) - GRANBURY ISD

Accountability Rating

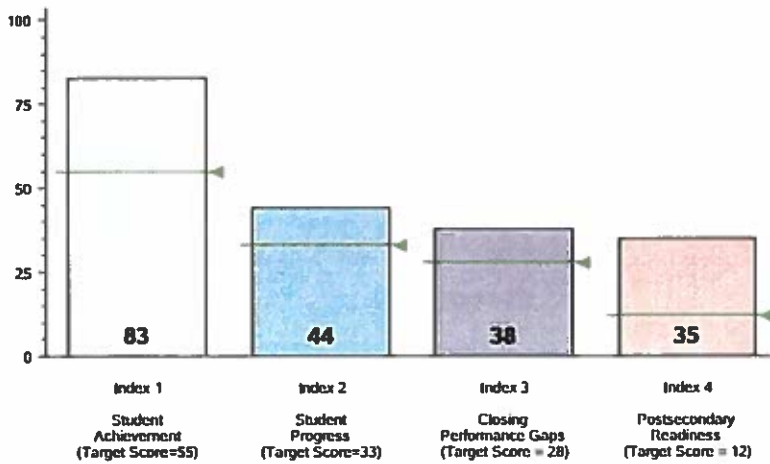
Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

Distinction Designation

Academic Achievement in Reading/ELA NO DISTINCTION EARNED
Academic Achievement in Mathematics NO DISTINCTION EARNED
Academic Achievement in Science NO DISTINCTION EARNED
Academic Achievement in Social Studies NOT ELIGIBLE
Top 25 Percent Student Progress NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps NO DISTINCTION EARNED
Postsecondary Readiness NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	862	1,040	83
2 - Student Progress	872	2,000	44
3 - Closing Performance Gaps	611	1,600	38
4 - Postsecondary Readiness			
STAAR Score	35.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		35

Campus Demographics

Campus Type	Elementary
Campus Size	415 Students
Grade Span	03 - 05
Percent Economically Disadvantaged	59.3%
Percent English Language Learners	20.0%
Mobility Rate	15.0%

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	19 out of 21 = 90%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
Total	31 out of 33 = 94%

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

Emma Roberson Elementary
Title I Needs Assessment 2014-2015

Vision – Quality implementation of the Texas Essential Knowledge and Skills (TEKS) every day, in every classroom, for every student.

Mission – The mission of Emma Roberson Elementary School is to empower life-long learners to achieve their potential and become productive citizens.

School Profile

Emma Roberson Elementary averaged approximately 555 students during the 2013-2014 school year. In May, 2014, 360 students qualified for free or reduced price meals which resulted in a slight decrease to 64.5% FAR. The enrollment by ethnic background was 331 White, 213 Hispanic, 5 African American, 3 American Indian and 4 Asian. The number of students that withdrew during the 2013-2014 school year was 58 and 98 students entered.

Student Needs

Student performance on state assessments, measurable goals, subgroups, and timely interventions processes are addressed in the Campus Improvement Plan and Needs Assessment. Overall student performance on state assessments was comparable to the district levels of other elementary schools in our district (we are linked with Brawner Intermediate). The attached STAAR documentation is a snapshot of data that illustrates student achievement. The data revealed that Low SES students still need to be targeted. All three grade levels were at or slightly above the district average this year which supports our efforts toward student improvement. All scores increased or maintained with the exception of 4th grade bilingual. TELPAS data revealed adequate student progress in all rated areas even though the state adjusted the rating scale. Three students were exited from the LEP program this year. One student's parents denied the bilingual program but remained in the ESL program. The IPT testing continued with new entering students and all students at the end of the year. All targeted students showed improvements on end of year IPT.

The expected outcome is that Title I resources will continue to improve student performance and increase parent participation until the achievement gap is closed and then continue support to maintain student academic success.

Quantitative data will be used to identify individual student needs. Each teacher will be responsible for maintaining a data sheet for their class. The data sheet will list the information that is needed to begin the intervention process. A copy of the data sheet will be updated and given to the intervention specialist, math/reading specialists, counselor and principal each six weeks. The principal keeps those data sheets until the students exit Emma Roberson Elementary and then passes them on to Brawner. Response to Intervention (RTI) and information on the data sheets will be used to identify student needs in a timely manner.

Identified students will receive additional instruction by classroom teachers, intervention specialist or certified Title I tutors.

K-2 Math interventions from classroom teachers
 individual or small group tutoring by certified tutors
Assessment District wide program to replace TEMI
 District developed common assessments

K-2 Reading interventions from classroom teachers
 individual or small group tutoring by certified tutors, intervention
 specialist and certified tutors
 Imagine Learning Software – individualized for each student
Assessment I-station
 Imagine Learning ****New Program****
 DRA
 District developed common assessments

Writing deficits are addressed individually through teacher and RtI committee interventions.

The school made AYP this year and in previous years.

Curriculum and Instruction

The curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS). The TEKS are the State's academic content standards. All teachers receive a copy of the TEKS and Scope and Sequence for each subject. The Scope and Sequence is developed in collaboration with teachers and curriculum personnel. Teachers participate in the curriculum alignment process during Summer Conference and throughout the school year. Curriculum alignment is accomplished in horizontal and vertical teams when the teachers meet with the instructional specialists on campus.

STAAR, Benchmarks, I-station Assessments, DRA Assessments and Common Assessments are used to evaluate instructional effectiveness and student progress. Identified low performing students are referred for Response to Intervention (RTI). Imagine Learning software will be used this year to improve reading fluency and comprehension. The TEKS are the approved curriculum for each subject. Textbooks are adopted and used to help teach the TEKS. The district adopted Harcourt Health and Fitness, Journeys Reading, Spelling, Scott Foresman Social Studies and Science, Foss Kits for Science, and a new adoption for math. Empowering Writing will continue to be the utilized curriculum for Pk-2 writing

All students receive instruction in the computer lab each week. Pre-kindergarten, kindergarten and 1st grade classrooms have 5 student L300 computers, grade 2nd grade has a combination of 5 L300's and 5 mini-laptops in each room. The classrooms also have a DLP projector and a smart board for the teachers and students. Mobile devices available to students were increased to 35 including ipods and various tablets. Increased

technology will continue to be added as new hardware is developed. Continued implementation of Cublets and LEGO systems are planned for student introduction to robotics for the 2014-15 school year. Model classrooms are being added which include 5 mobile devices, document camera, mounted projector, interactive board and an amplification system.

Professional Development

All teachers and paraprofessionals are highly qualified. Human resources determines that applicants are highly qualified before they are allowed to interview for employment. Teachers and paraprofessionals attend Summer Conference. Participation in Summer Conference is mandatory. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS). Training is also provided for new textbook adoptions, PBL, Empowering Writing, First Move Chess (2/3 grade), Frogstreet (PK), Imagine Learning. Teachers are always given an opportunity to participate in collaborative groups. Written evaluations are used to improve the conference for the next school year.

Professional development will be provided to help teachers implement instructional strategies that are effective with Hispanic, special education and economically disadvantaged students.

Pre-kindergarten, kindergarten, first and second grade teachers will receive on campus technology training in monthly. Training will be provided by Kellie Morris and the campus technology team. Teachers in all grades will receive additional training in iStation, Imagine Learning, DRA, Empowering Writing and Google Docs as needed.

All staff members received training in Capturing Kids Hearts. New staff members will receive the training as needed. The assistant principal and counselor will attend training on discipline with specific training on bullying.

Emma Roberson Elementary participates in the Effective Schools Project at Tarleton State University which provides targeted professional development throughout the year.

All teachers have split team planning during their conference period and team planning available at the end of the instructional day. The common planning time allows them to meet and collaborate during the school day.

Common planning time across grade levels is scheduled on days the students are not in attendance and after school.

Family and Community Involvement

Teachers send progress reports and report cards to keep parents informed. Parents can also monitor their student's grades at anytime through the online Family Access.

A mentoring program will continue to be used to pair teachers, parents and community members with at-risk students.

Just a few of the many ways parents can volunteer include the following:

- Classroom volunteer
- Reading/Math volunteer tutor
- Join PTO
- Share career experiences with students
- Fieldtrip chaperone
- Attend student performances
- Attend grade level parent information meetings
- Assist with the school carnival
- Parent teacher conferences

The PTO and Site Based Committee all give parents and community members an opportunity to be involved in decision making.

Correspondence is sent home in English and Spanish. A bilingual parent liaison is available in the front office when needed.

Parent resources are maintained for parents to assist their child's academic needs at home. Technology assistance through computers, iPads and iTouches along with take home activities are available. Increased awareness is needed to inform parents of resources available. Parents will be given an explanation about resources available at RtI meetings. Teachers will also be able to refer parents to the IS's for resource assistance.

Remind101 and other digital communication is utilized for parent/teacher/school communication.

School and District Organization

Staff members are involved in decision making by serving on the Site Based Committee. The school budget is developed with the assistance of the Site Based Committee. The Title I budget is developed by the School Support Team.

The intervention specialist meet with personnel in the curriculum department each week and meet with grade level teams each week. This gives all teachers an opportunity to be involved in collaborative decision making.

The school staff is committed to increasing the academic achievement of all subgroups.

Response to Intervention (RtI) is a collaborative process. RtI will be the process that will be used to identify students who are not making adequate progress. Data sheets will also be used to identify students who are at risk. Timely interventions will be implemented once students are identified.

The principal and assistant principal share responsibilities for student discipline. Each teacher receives a copy of "Who Do I Ask" at the beginning of the school year. "Who Do I Ask" directs employees to the person who they can contact for assistance by having areas of responsibility listed under each individual's name.

The principal, assistant principal, counselor and intervention specialist will conduct classroom snapshot visits. The information will be collected and shared with all teachers by grade level. A collaborative process is used to determine how teachers will use the information to improve instruction.

The school budget is determined by the number of students enrolled. Once the allocation is received the campus budget is developed by the Site Based Committee.

The school operates with one written plan which is the Campus Improvement Plan. Each grade level leader helps develop the plan. All teachers have an opportunity to contribute by collaborating with their grade level leader.

The campus has been rated Recognized for several years. An Exemplary rating was achieved for the 2008-09 school year. Now linked to Brawner Intermediate School, the last rating was Recognized for 2010-11.

Information Gathered from a Variety of Sources

Benchmarks and Common Assessments are administered at to all grades. DRA, iStation, Imagine Learning and a new math assessment will be administered in kindergarten, first and second grade. These are all quantitative data sources.

A parent survey served as a source of qualitative data. The results of the survey indicated a need for awareness and education regarding bullying and respect. This issue, along with continued improvements to communication will be addressed by the Campus Improvement Site Based Committee.

Follow-up survey's will be conducted by the campus in the absence of a district wide survey.

Campus Improvement Plan

The Campus Improvement Plan is developed by the principal, assistant principal, intervention specialist and Site Based Committee. The analysis of quantitative and qualitative data results in the development of goals and plans that support all students in reaching proficiency in academic content areas. The plan includes strategies at the classroom level as well as strategies at the school and district levels targeted to achieve specified school and district goals. The plan includes activities necessary to fully implement the strategies needed for addressing student learning.

Resource Allocation

Title I resources will be used to improve student achievement in reading and math which will substantially increase the percentage of students attaining proficiency. Some of the funding will be used to improve parent participation and provide parent training.

Evaluation of Plans and Strategies

Common assessments and benchmarks will be used to evaluate on a regular basis to ensure that the interventions/strategies are having the intended impact on the skills, knowledge and behavior of students and adults. Kindergarten, first and second grade reading will be assessed with Imagine Learning, DRA and iStation assessments.

A staff and parent/community survey will be conducted in October and March. The results of the quantitative and qualitative data will be used to measure how successful the school has been in addressing identified needs and meeting the goals of the Campus Improvement Plan.

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
- System Safeguards and Texas Accountability Intervention System (TAIS) 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- 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
- 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
- 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

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data
- PDAS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data





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

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Develop and implement procedures to enhance a positive school climate.

Summative Evaluation: EES school survey will show 90% satisfactory in all areas.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Rachel's Challenge using staff presentation of topics	2, 6	Principal, AP, Counselor	Kick-off, chain links, Community Event, staff character videos				
Funding Sources: Local (199) - \$500.00							
2) Family Nights, Hispanic Family Night w/ Brawner	2, 6	Enrichment Committee-Teachers	School Calendar, Parent Communication Flyer, Sign In Sheets				
Funding Sources: Local (199) - \$1000.00							
3) Parent/Teacher Conferences	6	Teachers	Conference Logs				
4) Parent Orientations (Title I Parent Notification) - Campus Wide and Each Grade Level	6, 10	Principal, Teachers	Parent Communication Flyer, Sign In Sheets, each grade level does their own orientation for parents				
5) Kindergarten Round-up and pre-school visits	7	Principal, AP, Public Info Officer, Office Staff	School Calendar, Enrollment, Parent Communication Flyer				
6) Provide training for staff on bullying awareness, prevention and procedures.	1, 2, 4, 9, 10	Principal, AP, Counselor	Sign in sheets, agendas				
7) Create school unity through daily morning announcements.	1, 2, 6, 10	Principal, AP, Teachers	Student participation, observation and daily schedule				
8) Hope committee provides a scholarship to graduating senior who attended Emma, makes sure staff birthdays are celebrated and does luncheons throughout the year.	2	Hope Committee - Teachers	Scholarship, staff luncheons, staff celebrations				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Provide opportunities for parent and community service.

Summative Evaluation: EES volunteers will log at least 175 hours of service throughout the 2014-15 school year.





Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Enlist volunteers through PTO	6, 10	Principal, PTO Teacher Representatives	PTO Sign-In, Agendas, Raptor Sign-In				
2) Provide Academic Parent Center	6, 9	Principal, Intervention Specialists	Parent Raptor Log In, Resource Log				
Funding Sources: Local (199) - \$1044.00							
3) Partner with community organizations and businesses for student recognition and education (speakers, presentations, awards, coupons, certificates)	2, 6, 10	Principal, teachers, office staff	Kawanis Terrific Kids Six Flags Read to Succeed Lions Club Perfect Attendance Award Assembly Sign In Book-It Show Biz Honor Roll/Attendance Chick-Fil-A Honor Roll Roster Spring Creek Parent Nights Fire Dept Speaker's Bureau GEF Kroger				
Funding Sources: Local (199) - \$2000.00, Local (199) - \$1000.00							
4) Implement Extensive Customer Care	1, 2, 4, 5, 6	Entire Staff	Parent Survey, Training Sign ins, Staff Survey				
5) Smiling Peeps	6	Administration and Emma Etc. Committee	Different community organizations providing greeters everyday at curb, Dads volunteering to help the campus beautification committee. Sign-in sheets, Raptor log in				
6) Career Day	2, 6, 10	Principal, Asst. Principal, and Counselor	Career day rotations, feedback and observation.				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Implement Project Based Learning





Summative Evaluation: By the end of summer 2015, 100% of EES teachers will be trained in implementing PBL.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Attend 3 day PBL teacher training from the Buck Institute	2, 4, 8	Early Adopter Teacher Cohort, GISD Curriculum/Technology Coordinators	Eduphoria Training Completion Certificate				
2) Attend PBL Lead Training from the Buck Institute	2, 4	Principal, PBL Trainers, Early Adopter Cohort	PBL Lead Training Certificate				
3) Trained PBL staff members will implement 1 project per semester.	2, 3, 4	Principal, Early Adopter and 2nd Teacher Cohort.	Documentation of presentations, Project Overviews				
4) Staff wide book study of PBL in the Elementary Grades	2, 4	Principal, Intervention Specialists	Blogs, Agendas, Sign In Sheets				
Funding Sources: Local (199) - \$1120.00							
5) Train remaining teachers in Summer of 2015	2, 4	Principal, Teachers	Eduphoria Training Completion Certificate, Sign In Sheets				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Improve student performance according to state standards, including subgroups in all academic areas






Summative Evaluation: In the 2014-15 school year, EES students in grades K-2 will increase state performance by one set. (TELPAS)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) All instructional staff will participate in the campus based CARA (collect analyze, reflect and act) process to identify areas of needed growth based upon common assessment and benchmark data.	1, 2, 3, 8, 9	Principal, Intervention Specialist, Teachers	Calendar Schedule, Result Agenda, DMAC Data Sheets				
System Safeguard Strategies 2) Provide supplemental interventions to support student success. Provide Academic Instructional Movement as a weekly supplement.	1, 2, 3, 8, 9, 10	Intervention Specialists, Counselor, Teacher, Tutors	Intervention Documentation (RTI, Sped, 504, etc.), Tutor log				
Funding Sources: State Comp Ed (24) - \$19050.00, Title I (211) - \$22112.00							
3) Provide enrichment opportunities for identified gifted and talented students.	1, 2, 3, 8, 9, 10	Principal, Teachers, Counselor	Lesson plans, activity schedules				
Funding Sources: Gifted (21) - \$4185.00							
System Safeguard Strategies 4) Utilize strategies and materials to increase ELL/LEP Writing, Reading and language acquisition.	1, 2, 9, 10	Principal, ESL/Bilingual Teachers	Lesson Plans, Common Assessments, Benchmarks, TELPAS Reading				
Funding Sources: Local (199) - \$1400.00							
5) Provide supplemental academic curriculum and manipulatives to improve performance in language arts and math during school and at home. Including 1st Move Chess.	1, 2, 6, 7, 9, 10	Principal, Intervention Specialist, Counselor, Teachers	Increased scores on DRA, TEMI and District Common Assessments				
Funding Sources: Local (199) - \$5000.00							
6) Instructional Specialist provides resources, data and support for students, teachers and tutors	1, 2, 9	Principal and Curriculum Director	Intervention Documentation, tutor scheduling, teacher support log				
Funding Sources: Title I (211) - \$59718.00							
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Improve college readiness performance


Summative Evaluation: In the 2014-15 school year, EES students in grades K-2 will have a passing rate of 70% or show a 10% improvement on all benchmark assessments.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implementation of 21st century skills in all classrooms (Creativity, Communication, Critical Thinking, Collaboration).	1, 2, 3, 9	Principal, Intervention Specialists, Teachers	Lesson Plans, Classroom Walk Throughs, Bench Marks,				
Funding Sources: Local (199) - \$10000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Provide opportunities for students that are at-risk of dropping out or not completing





Summative Evaluation: In the 2014-15 school year, EES students will log tutoring hours depending on RtI level.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Implementation of supplemental instruction for RtI and LEP students.	1, 2, 3, 6, 8, 9, 10	AP, Intervention Specialists, ESL Teachers, Bilingual Tutor	Lesson Plans, Tutor Schedules, Intervention Documentation				
				Funding Sources: ESL/Bilingual (25) - \$4473.00			
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance.	1, 2, 6, 8, 9	Principal, AP, Teachers, Office Staff	Improved attendance of those targeted. Increased number of perfect attendance awards.				
				Funding Sources: Local (199) - \$2500.00			
							

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: Students will participate in coordinated school health activities.


Summative Evaluation: 100% of eligible EES students will participate in coordinated school health activities.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Prepare students for participation in the state fitness assessment. (Fitness Gram)	2, 10	PE Teacher	Lesson Plans				
Funding Sources: Local (199) - \$2500.00							
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 1: Provide technology professional development to support instruction





Summative Evaluation: 100% of EES teachers will meet campus based technology proficiencies.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Technology "Happy Hour Training" for Teachers	1, 2, 3, 4, 8, 9	Principal, Campus Technology Committee	School Calendar, Agendas, Documented Classroom Technology Activities				
				Funding Sources: Local (199) - \$4000.00			
2) Teachers will attend GISD technology department's summer and after school workshops. Teachers will evaluate their personal strengths and weaknesses and select courses that will benefit their individual classrooms. .	1, 2, 3, 4, 8	Principal, GISD Technology Department	Sign in sheets, lesson plans, STAR Chart and PDAS				
				Funding Sources: Local (199) - \$4000.00			
3) Teachers will complete campus level proficiencies developed by the technology committee on all current devices and software.	1, 2, 3, 4, 8, 9	Principal, Technology Committee, Teachers	Completed Proficiency Documentation and PDAS				
				Funding Sources: Local (199) - \$3000.00			
4) Principal, Technology Lead Teacher and grade level tech committee representative teachers will attend the TCEA Conference and train campus on new technology.	1, 4	Principal and Technology Committee Chair	Conference Training Schedule and Staff Training Documentation				
				Funding Sources: Local (199) - \$3000.00			
							

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 2: Ensure students demonstrate responsible digital citizenship





Summative Evaluation: 100% of EES students in K-2 will complete digital safety training during the 2014-15 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will receive annual cyber safety training using GISD Technology Department curriculum	1, 2, 3, 4, 10	Principal and Librarian	Librarian log, reduced number of offenses related to technology and campus cyber attestation forms.				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 3: Expose students to a variety of digital tools and software





Summative Evaluation: EES teachers will use technology during instruction, daily, 100% of the time.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will use a variety of technology tools to improve student performance such as classroom computers, LCD projectors, document cameras, interactive whiteboards, wireless microphone and speaker system, and various handheld devices.	1, 2, 3	Principal, AP, Librarian, GISD Technology Department	STAAR Chart, Walk Through Data, PDAS				
				Funding Sources: Local (199) - \$4000.00			
2) Students will use software such as Study Island, Reading Eggs, iStation, Brain Pop, AR, Education City, Reading Express to improve student performance. Campus wide use of Imagine Learning added to support reading.	1, 2, 8, 9, 10	Principal, Librarian, Teachers, GISD Technology Department	Software usage reports, state assessments, RtI documentation				
				Funding Sources: Title I (211) - \$41000.00			
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 4: We will commit to the continuous evaluation and improvement of campus safety in order to provide an optimal learning environments for all stakeholders.

Performance Objective 1: The campus leadership team will develop and maintain an effective safety plan.


Summative Evaluation: 100% of the EES staff will participate in district safety training and monthly campus safety drills.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Completing the monthly GISD facility inspection Report.	1	AP and Custodian	GISD Facilities Checklist				
2) Timely submission of campus work orders.	1	Principal, AP, Teachers, Staff	Eduphoria Reports				
3) Campus state and local safety trainings including: *10 GISD Required Trainings *Student Drills (Fire, Tornado, Nuclear, Lock-down, Bus Evac) *Science Lab Safety	1, 2, 4, 10	Principal, AP, Teachers	State and local completion reports				
4) Create an identifying release procedure for pick-up students.	1, 2, 6	Principal, AP, Teachers, Staff	Staff and parent survey results.				
Funding Sources: Local (199) - \$800.00							
5) Construction of controlled entry vestibule.	1, 2	Facilities director, Principal, AP, and office staff	Raptor log in reports, report logs of unauthorized people in building				
Funding Sources: Local (199)							
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Implement flexible scheduling


Summative Evaluation: All grade levels will participate in alternate schedules at least 27 weeks in the 2014-15 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes during flexible scheduling.	1, 2, 3, 9, 10	Principal, Counselor, Intervention Specialists, Teachers	Intervention schedule, lesson plans, school calendar				
2) Early release days at the end of each grading period will be utilized for campus planning, collaboration and training.	1, 2, 4, 5, 8	Principal, AP, Intervention Specialists, Teachers	Sign in sheets, agendas, district calendar				
Funding Sources: Local (199) - \$1000.00							
3) Teachers will have the opportunity to do a personal needs assessment and then visit other classrooms to address needs.	1, 2, 4	Principal, Asst. Principal and Counselor	Teachers fill out needs assessment and teachers visiting other classrooms.				
							

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: Utilize campus leadership team to determine and evaluate professional development needs of the campus.





Summative Evaluation: 100% of professional development will reflect the needs of the campus.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Principal and campus leadership team will meet regularly to address the needs of the campus.	1, 2, 6, 8	Principal and elected teacher representatives.	Sign in sheets and agendas				
							

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Maintain a comprehensive list of resources available to Emma Roberson students and families.


Summative Evaluation: EES counselor will maintain and edit a comprehensive list of resources for families at least twice during the 2014-15 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Families needing assistance are directed to resources within the district and community.	1, 2, 6, 9, 10	Counselor	Comprehensive list of known resources and services.				
2) Campus procedures will be established and implemented by all staff members on the referral process for families in need of assistance.	1, 2, 4, 6, 7, 10	Principal, Counselor, Nurse	Sign in sheets, agendas, resource list, referral log				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: Utilize the Speaker's Bureau.


Summative Evaluation: EES will utilize the Speaker's Bureau and additional community resources a minimum of 20 times throughout the 2014-15 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers utilize the speaker's bureau to bring real world community members into the classroom to enhance academic learning. (Career Day)	1, 2, 3, 6, 8, 9, 10	Principal, AP, Counselor	Sign in sheets, lesson plans, speaker schedule				
							

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 3: We will give students the opportunity to participate in various academic events outside of the regular classroom.

Summative Evaluation: EES will provide opportunities and continue seeking other activities that our students can compete in.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students will be able to compete in the Reading Bee, Spelling Bee and Science Fair.	2, 6	Principal, Asst. Principal, IS, and Teachers	Students compete at campus, district and regional level in each competition.				
							

State Compensatory

Budget for Roberson Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 e 11 6118 00 104 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$19,050.00
6100 Subtotal:		\$19,050.00
6300 Supplies and Services		
199 e 11 6395 00 104 0 34 000	6395 Supplies, DP Operations - Locally Defined	\$500.00
6300 Subtotal:		\$500.00

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Melannie Ferguson	Instructional Specialist	Title I	100%