

**Granbury Independent School District
Roberson Elementary School
2015-2016 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.

Emma Roberson Elementary
Title I Needs Assessment 2015-2016

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 540 students during the 2014-2015 school year. In May, 2015, 329 students qualified for free or reduced price meals which resulted in a slight increase to 66.8% FAR. The enrollment by ethnic background was 307 White, 217 Hispanic, 4 African American, 5 American Indian and 7 Asian. Our ethnic diversity increased among the 4 minority ethnic groups. The number of students that withdrew during the 2014-2015 school year was 66 and 86 students entered.

Student Needs

Student performance on state assessments, measurable goals, subgroups, and timely intervention processes are addressed in the Campus Improvement Plan. With implementation of the state testing (STAAR and STAAR A), campuses this year received reading scores for all students at the end of May 2014 (including 2nd round admin for 5th grade reading) as well as 4th writing and 5th science. The campus scores are as follows:

STAAR (used for accountability purposes)

3rd Reading: 83%

4th Reading: 84%

4th Writing: 80%

5th Reading: 87% (including 2nd admin)

5th Science: 77%

While a thorough evaluation of individual scores/individual student performance may only produce general information at this time (due to access to the specific test questions until August 2015), a general evaluation of comparisons to district averages, regional averages and state averages was reviewed and initial target areas were set by the campus. (STAAR A scores were not used in accountability, but will be considered when the campus reviews the data in depth at the beginning of the 2015-2016 school year.)

Browner Intermediate's scores were at or above district averages. Subpopulation score averages revealed separate initial target areas. In general the performance gap between Hispanic and white the gap was reduced significantly in 4th grade reading (only 3 points difference) and writing, the gap still remained significant in 5th grade reading and science. In 3rd grade reading the Hispanic population outscored the white population by 10 points. Initial informal calculations done by the campus indicate math overall is a target area, but the gaps remained consistent with the reading scores in all areas. This held true when comparing economically disadvantaged students to non-economically disadvantaged students. Our economically disadvantaged students and at risk populations continue to be

target populations for the campus. Initial outcomes from the previous year's targets indicate success in the areas of 3rd reading and 4th reading and writing. 5th grade showed significant improvement over last year's reading scores as well. The expected outcome for 2015-2016 is that Title I resources will be used to improve student performance and increase parent participation in all target areas initially set by the campus. A complete review of target areas needed for individual students will be set through campus meetings in the fall of 2015.

TELPAS data revealed adequate student progress in all rated areas for all students except for 16. Those students remained at the same composite level. There is a transition from 1st grade to 2nd in reading due to the change to online testing. One student was exited from the LEP program this year. Six students' 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 but 16 targeted students showed improvements on end of year IPT, 83% improvement. Increased rigor is needed between 1st and 2nd grade reading.

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	Go-Math Results 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 for RtI students only 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

Foss Kits and Houghton Mifflin Harcourt Science Fusion for Science.

Houghton Mifflin Harcourt Go Math 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, 2nd grade has a combination of 5 L300's and 5 mini-laptops in each room. The classrooms also have a DLP projector, smart board, document camera, student sound system, available to students. Mobile devices available to students were increased to 45 including ipods and various tablets. Increased technology will continue to be added as new hardware is developed. Continued implementation of Cublets, Beebots, and LEGO systems are planned for student introduction to robotics and coding for the 2015-16 school year. Model classrooms are being added which include 5 mobile devices each and 2 mobile chromebook labs per grade level.

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 offered by the district. 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, etc. 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 – Technology Tuesdays. Training will be provided by Kellie Morris and district technology employees. Teachers in all grades will receive additional training in iStation, Imagine Learning, DRA, Empowering Writing and Google Docs as needed.

All but 2 new staff members received training in Capturing Kids Hearts. New staff members will receive the training when available. 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 Campus Leadership Team 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 for resource assistance.

Remind, School Messenger, data building sign, Facebook, 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 Campus Leadership Team. The school budget is developed with the assistance of the CLT. The Title I budget is developed by the School Support Team.

The principal and intervention specialist meets with personnel in the curriculum department monthly and meets with grade level teams bi-monthly. 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 walk-through 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 Campus Leadership Team.

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 2.

Information Gathered from a Variety of Sources

Benchmarks and Common Assessments are administered at to all grades. DRA, iStation, Imagine Learning and Go-Math 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 additional parking, campus beautification and increased communication from teacher to parent. These issues, along with continued academic improvements will be addressed by the Campus Leadership Team.

Follow-up surveys 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 Campus Leadership Team. 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.

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 92% 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, lego block 'Kind' structure, staff character videos				
Funding Sources: Local (199) - \$500.00							
2) Family Nights, Hispanic Family Night w/ Brawner	2, 6	Event Committee- Teachers	School Calendar, Parent Communication Flyer, Sign In Sheets				
Funding Sources: Local (199) - \$2000.00							
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 organizes a scholarship fund to present to 2 graduating seniors who attended Emma, makes sure staff birthdays are celebrated and organizes luncheons throughout the year.	2	Hope Committee - Teachers	Scholarship, staff luncheons, staff celebrations				
Critical Success Factors CSF 4 CSF 6	2	All Staff	Students demonstrate an understanding of the expectations for the different areas.				
9) Complete a common School Wide Expectation behavior model.							
Critical Success Factors CSF 3 CSF 6	2	Principal and Asst. Principal	Monthly videos sent to staff.				
10) Implement Emma News from the Back Office with Google Screencastify.							





 = 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 2015-16 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 take home resources for parents.	6, 9	Principal, Intervention Specialists, counselor	Parent Raptor Log In, Resource Log, RtI notes				
Funding Sources: Title I (211) - \$3000.00							
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) Utilize 'Welcome Wagon' greeters for student's morning drop-off line.	6	Administration and Hope Committee	Different community organizations providing greeters everyday at curb. Sign-in sheets, Raptor log in				
6) Career Day	2, 6, 10	Principal, Asst. Principal, and Counselor	Career day rotations, feedback and observation.				
7) Host 'Parent Cafe' with Cooks Children's Services and Head Start Program.	2, 6	Principal, Counselor, Curriculum Director	Attendance and participation in Parent Cafe meetings, sign in sheets.				
Funding Sources: Title I (211) - \$500.00							

8) Mystery Bus Reader Bus Tour	6	Administration, IS, Counselor	Recruit readers and take students to different locations to meet the mystery reader.				
Funding Sources: Title I (211) - \$500.00							
 = 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 1: Implement Project Based Learning

Summative Evaluation: Completion of 2 PBL projects for each core teacher in 2015-16.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Attend PBL update training for leaders.	2, 4	Principal, PBL Trainers	PBL Lead Training Certificate				
2) Trained PBL staff members will implement 1 project per semester.	2, 3, 4	Principal, lead PBL campus team.	Documentation of presentations, Project Overviews				
3) Summary book study of PBL in the Elementary Grades	2, 4	Principal, Lead PBL Team	Google Doc, Agendas, Sign In Sheets				
Funding Sources: Local (199) - \$1120.00							
4) Train new teachers (2) in Summer of 2016	2, 4	Principal, Curriculum Dept trainers.	Eduphoria Training Completion Certificate, Sign In Sheets				
5) Attend sustained support meeting during 2015-16.	2, 3, 4	Principal, lead PBL team, curriculum dept.	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 2015-16 school year, EES students in grades K-2 will increase state performance by one level. (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 (Rtl, Sped, 504, etc.), Tutor log				
Funding Sources: Title I (211) - \$24000.00							
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) - \$2166.00							
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) - \$1500.00							
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, Go Math and District Common Assessments				
Funding Sources: Local (199) - \$5000.00, Title I (211) - \$10000.00							
6) Instructional Specialist to provide 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) - \$61000.00							
7) Utilize a laminator for posters/resources for students as reusable visuals to help guide them in their learning.	1, 2	Principal, AP, Intervention Specialist, Counselor and Teachers	Increased scores on DRA, Go Math and District Common Assesments				
Funding Sources: Title I (211) - \$4000.00							

 = 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 2015-16 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) - 510000.00							
 = 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 2015-16 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
<p>System Safeguard Strategies</p> <p>1) Implementation of supplemental instruction for RtI and LEP students.</p>	1, 2, 3, 6, 8, 9, 10	Principal, AP, Intervention Specialists, ESL Teachers, Bilingual Tutor, Fluency Tutor, Grade Level Tutors	Lesson Plans, Tutor Schedules, Intervention Documentation				
Funding Sources: ESL/Bilingual (25) - \$8000.00, State Comp Ed (24) - \$6000.00, Title I (211) - \$30000.00							
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							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue </p>							

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							
							

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 Tuesdays - Technology Training for Teachers	1, 2, 3, 4, 8, 9	Principal, Campus Technology Committee, District Technology Specialists	School Calendar, Agendas, Documented Classroom Technology Activities				
Funding Sources: Local (199) - \$4000.00, Gifted (21) - \$1500.00							
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, and PDAS				
Funding Sources: Local (199) - \$4000.00							
3) Teachers will complete campus level proficiencies developed by the technology committee or district personnel on all current devices and software.	1, 2, 3, 4, 8, 9	Principal, Technology Committee, Teachers, District Tech Staff	Completed Proficiency Documentation, Eduphoria Completion Certificate 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) - \$7000.00							
							

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 2015-16 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	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, and Imagine Learning for added reading support.	1, 2, 8, 9, 10	Principal, Librarian, Teachers, GISD Technology Department	Software usage reports, state assessments, RtI documentation				
	Funding Sources: Title I (211) - \$10000.00						
							

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 safer and 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 an attached gym for safety.	1, 2	Facilities director, Principal, AP, and office staff	Raptor log in reports, report logs of unauthorized people in building				
Funding Sources: Local (199)							
							

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 2015-16 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 followed by a professional development day 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) - \$2000.00							
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				
 = 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 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 during the 2015-16 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, G2020 Target Committee, District Curriculum Director	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				
							

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 2015-16 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will 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				
Funding Sources: Local (199) - \$500.00							
							

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	\$6,000.00
6100 Subtotal:		\$6,000.00
6300 Supplies and Services		
199 E 11 6397 IS 104 0 24 00N	6397 Other Equipment - Locally Defined	\$5,660.00
6300 Subtotal:		\$5,660.00

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Laura Meek	Instructional Specialist	Title I Schoolwide	1