

Granbury Independent School District
Roberson Elementary School
2018-2019 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.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Achievement	7
School Culture and Climate	10
Staff Quality, Recruitment, and Retention	12
Curriculum, Instruction, and Assessment	13
Parent and Community Engagement	14
School Context and Organization	17
Technology	18
Comprehensive Needs Assessment Data Documentation	19
Goals	22
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.	22
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.	26
Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus. . .	31
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.	37
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.	38
Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families. .	41
State Compensatory	44
Budget for Roberson Elementary School:	44
Title I Schoolwide Element Personnel	45

Comprehensive Needs Assessment

Revised/Approved: June 12, 2018

Needs Assessment Overview

The ERES needs assessment is driven by data, student needs, teacher needs, facility needs, parent/teacher survey information, district goals and community involvement.

Updates to the needs assessment will be completed as new data and new improvements are recognized.

Demographics

Demographics Summary

2017-18 Demographics

Total Peak Enrollment 491 Students

Low SES 344

Ethnicity White-275 Hispanic-196 African American-4 Asian-6 American Indian-1 Multi-racial-8

Withdrawn 68

Entered 59

2016-17 School Report Card

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2015-16)	96%	95.3%	95.8%

Enrollment by Race/Ethnicity

African American	0.2%	0.7%	12.6%
Hispanic	34.8%	23.6%	52.4%
White	62.1%	72.0%	28.1%
American Indian	0.4%	0.7%	0.4%
Asian	1.5%	0.8%	4.2%
Pacific Islander	0.4%	0.3%	0.1%
Two or More Races	0.7%	1.9%	2.2%

Enrollment by Student Group

Economically Disadvantaged	69.1%	49.7%	59.0%
English Language Learners	29.7%	8.2%	18.9%
Special Education	6.9%	10.6%	8.8%
Mobility Rate (2015-16)	18.4%	17.0%	16.2%

Class Size Averages by Grade or Subject

Elementary			
Kindergarten	18.8	19.8	18.8
Grade 1	20.4	20.1	18.8
Grade 2	20.2	19.7	18.9

Demographics Strengths

Decreased Enrollment from 546 to 491 -55 students 10.1% decrease

Students represented all ethnicity groups

Attendance Rate Above District and State

Student Mobility Rate is above District and State

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus wide drop in student enrollment for the second year in a row. **Root Cause:** Addition of STEAM Academy at Mambrino.

Problem Statement 2: Mobility rate increased again for the second year in a row, especially with withdrawn students. **Root Cause:** Increased CPS and county shelter cases paired with consistent bilingual cultural trips and interdistrict moves.

Student Achievement

Student Achievement Summary

ERES is paired with Brawner Intermediate for State Assessments

STAAR Scores available at this time:

5th Gr Reading--81% passing

5th Grade Math--88% passing

TELPAS Scores available at this time:

<u>Grade</u>	<u>#Tested</u>	<u>Composite Rating</u>
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Kinder	31	Scores available from TEA in Aug. 2018
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1st Grade	47	Scores available from TEA in Aug. 2018
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2nd Grade	41	Scores available from TEA in Aug. 2018
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TELPAS Yearly Progress:

1st Grade ___% Progressed at Least One Proficiency Level

2nd Grade ___% Progressed at Least One Proficiency Level

iStation Results--End of Year

<u>Grade</u>	<u>Tier 3</u>	<u>Tier 2</u>	<u>Tier 1</u>
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Kinder	20%	25%	55%
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1st Grade	29%	23%	47%
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2nd Grade	18%	15%	67%
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GoMath Math Assessment (percent passing)

<u>Grade</u>	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
Kinder	78%	95%	97%
1st Grade	75%	85%	89%
2nd Grade	79%	78%	91%

Student Achievement Strengths

STAAR Improvement

Increase in 5th Grade Reading scores from 78% passing in 2016-2017 to 81% passing in 2017-2018.

Increase in 5th Grade Math scores from 82% passing in 2016-2017 to 88% passing in 2017-2018.

TELPAS Improvement

iStation Improvement

Increase in Kindergarten Tier 1 level--up by 5% from 2016-2017.

Decrease in Kindergarten Tier 3 level--down by 10% from 2016-2017.

GoMath Improvement

97% passing on Kindergarten end-of-year math assessment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 2nd Grade iStation Tier 1 dropped by 6% from 2016-2017. **Root Cause:** Retirement of 3 seasoned teachers. Lack of rigor due to realignment of existing teachers, rather than hiring 2nd teachers specific to that position.

Problem Statement 2: Lower 1st grade math growth between middle and end of year scores. **Root Cause:** Due to skills-based report card, assessments decreased.

School Culture and Climate

School Culture and Climate Summary

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

Mission: The mission of Emma Roberson Elementary School is to empower life-long learners, both student and teacher, to achieve their potential and become productive citizens.

Core Values

- Belief in the potential of students and staff to learn and grow
- Strong professional community using knowledge, experience, and research for improvement
- Positive communication flow
- Shared leadership
- Rewards and recognition to reinforce cultural values
- Welcoming physical environment that provides structure and shows pride
- Shared sense of respect and caring for everyone

School Culture and Climate Strengths

Morning Assembly

Flexible Scheduling

Student daily incentives through Emma Economy Program

PLC meetings, campus professional development

Open door policy

CLT meetings and planning

Staff luncheons for student scholarship

Customer Care Goal Setting

PTO Participation and Planning

Integrated assistance from high school students - Ready Set Teach, Spanish Readers, Sports Greeters, etc.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Lack of consistent and timely positive recognition of teachers and staff. **Root Cause:** Scheduling and organized tool for delivery.

Problem Statement 2: More student incentive opportunities through non-tangible rewards. **Root Cause:** Teacher and staff awareness and lack of requirement to complete.

Problem Statement 3: Completion of campus wide discipline. **Root Cause:** Small increment implementation.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Stringent interview process with multiple stages, thorough evaluation and broad team approach with all areas represented
- Highly qualified candidates
- Value and support of new teachers and continued assistance to veteran teachers
- Provide incentives to compete with surrounding districts

Staff Quality, Recruitment, and Retention Strengths

- Granbury Teacher Excellence Initiative
- Bilingual Teacher Stipends
- Hiring Process
- Acceptance of student teachers

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher attendance rate **Root Cause:** Retiring teachers and other teacher philosophy and beliefs regarding personal days

Problem Statement 2: Low participation on the GTEI program **Root Cause:** Teacher attendance and perception of difficulty with documentation

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Curriculum aligned with TEKS
- District Scope and Sequence developed by teachers and curriculum personnel
- STAAR, Benchmarks, iStation, DRA, GoMath, Common Assessments and teacher assessments used for evaluation
- RtI process for low performing students
- Imagine Learning (2nd grade ELL), BrainPop, Education Galaxy, Istation, and Starfall supplemental software
- Harcourt Journey Reading, Guided Reading, Social Studies (Studies Weekly), Accelerated Learning Stem Scopes, Houghton Mifflin Harcourt Go Math, Empowering Writers
- Instructional take home resources

Curriculum, Instruction, and Assessment Strengths

- Curriculum Department Support
- Implementation of skills-based report card in 1st grade
- Implementation of Guided Reading program
- Current instructional resources
- District Wide Assessments
- DRA Testing
- Instructional resources available for parents to take home

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: All students not on grade level **Root Cause:** Lack of small group instruction time with ratio of teacher to student

Problem Statement 2: Lack of computer-based math program to accompany classroom curriculum and help track data **Root Cause:** New math program (Moby Max) was inadequate

Problem Statement 3: Continue enrichment opportunities for GT and high achieving students **Root Cause:** Training and organization of providing those opportunities

Problem Statement 4: Continue additional opportunities for Bilingual, At-risk and G/T student experiences outside of classroom **Root Cause:** Organization

in providing those opportunities

Parent and Community Engagement

Parent and Community Engagement Summary

- Family Access program keeps parents up to date on progress, grades, missing work, attendance, etc.
- Teachers provide grade level orientations, report cards, parent conferences, classroom visits
- Volunteers from the community are paired with at-risk students
- PTO
- Career Day and Learning Experiences
- Fieldtrip invite for zoo
- Student performances
- Correspondence both English and Spanish
- Parent resources for student academic support
- Multiple communication resources - Remind App, School Messenger, Data Building Sign, Facebook, Webpage, etc.
- GEF Grants
- 50 Fella's Food Fest

Parent and Community Engagement Strengths

- Family STEAM Night
- PTO Activities - carnival, fund raisers, teacher appreciation, Santa Store
- Hispanic Parent Luncheon
- Awards Assemblies
- Smiling Peeps - car valet for students
- Volunteer Reading Mentors
- Music Programs
- Moms, Dads and Grandparents Luncheons
- Open Door Visits
- GEF Funded Grants on Campus
- STEAM Learning Experiences
- GISD Service Projects

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Need real life interactive learning. **Root Cause:** Lack of outside of the classroom teaching with real life experiences.

Problem Statement 2: Need increased participation in CLT meetings. **Root Cause:** Reminders and flexible times for meetings.

Problem Statement 3: Increase opportunities for parents to participate in organized school functions. **Root Cause:** Specific tailored needs communicated to the parents.

Problem Statement 4: Parent academic support continued at home. **Root Cause:** Resources and knowledge unavailable to parents.

School Context and Organization

School Context and Organization Summary

- DAC, CLT, District and Campus Committees
- Team campus budget development
- Title I budget development with CLT
- IS coordinates with district curriculum department
- RtI Collaboration with emphasis on Hispanic and Low SES subgroups
- School-wide discipline plan shared between teacher, AP and Principal
- School-wide expectations implemented by all staff for common areas
- Shared responsibility for all major areas - LPAC, RtI, Discipline, Special Ed
- Classroom walkthroughs shared between principal, assistant principal, counselor and instructional specialist
- Campus Improvement Plan Developed by CLT
- Accountability linked to Brawner Intermediate School

School Context and Organization Strengths

- Local funding and Title I Schoolwide funding support for student achievement
- Campus Improvement Plan utilized daily
- Targeted professional development implemented on half days and staff development days
- PBL District Initiative
- Flexible scheduling
- Tracking data and discussions during PLCs
- PLCs

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Lack of participation on CLT **Root Cause:** Communication to parents, district and community members regarding CLT meetings

Problem Statement 2: Time allowance for campus specific professional development **Root Cause:** Calendar mandates

Technology

Technology Summary

- Grade level carts with devices - ipads, chromebooks
- Technology ready classrooms - sound system, smart board, document cameras, ipads, desktop computers
- Integrated instruction at all levels in all subjects
- At Risk computer lab
- Beginning coding and robotics - cublets, beebots, lego systems, osmos, spheros, Keebos

Technology Strengths

- Grade level carts with devices - ipads, chromebooks
- Technology ready classrooms - sound system, smart board, document cameras, ipads, desktop computers
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Problem Statements Identifying Technology Needs

Problem Statement 1: Increased and continued professional development outside of the district **Root Cause:** Lack of global perspective from frontline teacher

Problem Statement 2: Problem with wireless mice and keyboards. **Root Cause:** Purchasing batteries and time wasted with consistent replacement.

Problem Statement 3: Not all devices are up to date and are not compatible with new apps or updates. **Root Cause:** Older devices that are out dated and need replaced.

Problem Statement 4: Time for staff to learn and practice new technology. **Root Cause:** Time during fully scheduled days.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: September 04, 2015


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.

Evaluation Data Source(s) 1: EES school survey will show 95% satisfactory in all areas.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Character Education - "Tree of Kindness" leaves for students and addition of other creatures for staff. (Create a permanent tree base.) Read 2 leaves every Thursday for "Thankful Thursday".		Principal, AP, Counselor, Instructional Specialist, Teachers	Kick-off at morning instruction on agenda, counselor lessons during library rotation, # of student leaves on tree increases to 95%.				
	Problem Statements: School Culture and Climate 2						
2) Family Night (STEAM) combined with open house with student work showcased and student made activities to participate.		Principal, Event Committee-Teachers	School Calendar, Parent Communication Flyer, Sign In Sheets				
	Problem Statements: Parent and Community Engagement 3						
3) Parent/Teacher Conferences Investigate possible home visits		Teachers	Conference Logs				
	Problem Statements: Parent and Community Engagement 4						
4) Parent Orientations (Title I Parent Notification) - Campus Wide and Each Grade Level		Principal, Teachers	Parent Communication Flyer, Sign In Sheets, each grade level does their own orientation for parents in 1st and 2nd grade				
	Problem Statements: Parent and Community Engagement 4						
5) Kindergarten Round-up and pre-school visits		Principal, AP, Public Info Officer, Office Staff	School Calendar, Enrollment, Parent Communication Flyer				
	Problem Statements: Demographics 1						

6) Provide training for staff on bullying awareness, prevention and procedures.	Principal, AP, Counselor	Sign in sheets, agendas				
	Problem Statements: School Culture and Climate 3					
7) Calls home. Positive notes/calls to parents of accomplished students.	Principal, AP, Teachers	Increase positive student behavior/academics. Monitored through teacher log and measured through parent survey.				
	Problem Statements: Parent and Community Engagement 4					
8) School Culture/ Climate Committee organizes a scholarship fund to present to 2 graduating seniors who attended Emma through staff luncheons throughout the year.	School Culture/ Climate Committee - Teachers/ Counselor	Scholarship, staff luncheons, staff celebrations				
	Problem Statements: School Culture and Climate 2					
9) Complete a common School Wide Expectation behavior model. Adding bus, playground and arrival procedures.	Incentives/Awards Committee, AP, Principal	Students demonstrate an understanding of the expectations for the different areas. Posters posted around school and training in morning assembly. Results monitored through decreased office referrals and increased positive behavior				
	Problem Statements: School Culture and Climate 3					
10) Implement ERES Digital Bedtime Stories for students at home in the evenings.	Principal, Asst. Principal, Instructional Specialist, Teacher Readers	Increased reading scores. Log-in data.				
	Problem Statements: Curriculum, Instruction, and Assessment 1, 4					
						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campus wide drop in student enrollment for the second year in a row. Root Cause 1: Addition of STEAM Academy at Mambrino.
School Culture and Climate
Problem Statement 2: More student incentive opportunities through non-tangible rewards. Root Cause 2: Teacher and staff awareness and lack of requirement to complete.
Problem Statement 3: Completion of campus wide discipline. Root Cause 3: Small increment implementation.
Curriculum, Instruction, and Assessment
Problem Statement 1: All students not on grade level Root Cause 1: Lack of small group instruction time with ratio of teacher to student
Problem Statement 4: Continue additional opportunities for Bilingual, At-risk and G/T student experiences outside of classroom Root Cause 4: Organization in providing those opportunities
Parent and Community Engagement
Problem Statement 3: Increase opportunities for parents to participate in organized school functions. Root Cause 3: Specific tailored needs communicated to the parents.
Problem Statement 4: Parent academic support continued at home. Root Cause 4: Resources and knowledge unavailable to parents.


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.

Evaluation Data Source(s) 2: 8EES volunteers will log at least 175 hours of service throughout the 2018-19 school year.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Enlist volunteers through PTO including the Watchdog Program.		Principal, PTO Teacher Representatives, Watchdog Dads	PTO Sign-In, Agendas, Email, social media, Remind App, Booths at school events				
	Problem Statements: Parent and Community Engagement 3						
2) Provide academic take home resources for parents.		Principal, Intervention Specialists, Counselor	Resource Log, RtI Minutes, RtI Consumable Resources Checkout sheets.				
	Problem Statements: Parent and Community Engagement 4						
3) Partner with community organizations and businesses for student recognition and education (speakers, presentations, awards, coupons, certificates)		Principal, teachers, counselor, office staff	Participation logs for: Kiwani's Terrific Kids Six Flags Read to Succeed Lions Club Perfect Attendance Award Assembly Sign In Pizza Hut Book-It Coupons from area businesses Spring Creek Spirit Nights Palio's Spirit Nights Dairy Queen Spirit Nights Chick Fil A Spirit Nights Skate Nights at Skating Rink Fire Dept Police Dept GEF				
	Problem Statements: School Culture and Climate 2 - Parent and Community Engagement 3						
4) Implement Extensive Customer Care and High Work Ethic Standards		Principal, Entire Staff	Training Sign ins, Staff Survey, Front Office Staff Class Dojo of "Staff" class results				
	Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2						

5) Career Day		Principal, Asst. Principal, and Counselor	Career day rotations, feedback and observation.				
Problem Statements: Curriculum, Instruction, and Assessment 3, 4 - Parent and Community Engagement 1							
6) Parent awareness of Ready Rosie program for parent assistance.		Principal, Instructional Specialist, Counselor, Curriculum Director, Teachers	Attendance and participation through email enrollment, sign in sheets, and reports. Teachers send in class emails/newsletters.				
Problem Statements: Parent and Community Engagement 1, 3, 4							
7) Provide current school information pertaining to family, student, academic, health and services to ERES families.		Principal, assistant principal, counselor, IS, teachers	Remind App, digital sign, school messenger, digital information board, email, webpage, pamphlets in office, teacher newsletters, social media, nurse, counselor connecting to families in need.				
Problem Statements: Parent and Community Engagement 3							
							

Performance Objective 2 Problem Statements:


School Culture and Climate
Problem Statement 1: Lack of consistent and timely positive recognition of teachers and staff. Root Cause 1: Scheduling and organized tool for delivery.
Problem Statement 2: More student incentive opportunities through non-tangible rewards. Root Cause 2: Teacher and staff awareness and lack of requirement to complete.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher attendance rate Root Cause 1: Retiring teachers and other teacher philosophy and beliefs regarding personal days
Problem Statement 2: Low participation on the GTEI program Root Cause 2: Teacher attendance and perception of difficulty with documentation
Curriculum, Instruction, and Assessment
Problem Statement 3: Continue enrichment opportunities for GT and high achieving students Root Cause 3: Training and organization of providing those opportunities
Problem Statement 4: Continue additional opportunities for Bilingual, At-risk and G/T student experiences outside of classroom Root Cause 4: Organization in providing those opportunities
Parent and Community Engagement
Problem Statement 1: Need real life interactive learning. Root Cause 1: Lack of outside of the classroom teaching with real life experiences.
Problem Statement 3: Increase opportunities for parents to participate in organized school functions. Root Cause 3: Specific tailored needs communicated to the parents.
Problem Statement 4: Parent academic support continued at home. Root Cause 4: Resources and knowledge unavailable to parents.

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

Evaluation Data Source(s) 1: Completion of 2 PBL projects for each core teacher in 2018-19.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Trained PBL staff members will implement 1 project per semester.		Principal, lead PBL campus team.	Documentation of presentations, Project Overviews				
	Problem Statements: Curriculum, Instruction, and Assessment 1, 3, 4 - Parent and Community Engagement 1						
2) Train new teachers on PBL process in Summer of 2019.		Principal, Curriculum Dept trainers.	Eduphoria Training Completion Certificate, Sign In Sheets				
	Problem Statements: Parent and Community Engagement 1						
							

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment	
Problem Statement 1: All students not on grade level	Root Cause 1: Lack of small group instruction time with ratio of teacher to student
Problem Statement 3: Continue enrichment opportunities for GT and high achieving students	Root Cause 3: Training and organization of providing those opportunities
Problem Statement 4: Continue additional opportunities for Bilingual, At-risk and G/T student experiences outside of classroom	Root Cause 4: Organization in providing those opportunities
Parent and Community Engagement	
Problem Statement 1: Need real life interactive learning.	Root Cause 1: Lack of outside of the classroom teaching with real life experiences.


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

Evaluation Data Source(s) 2: In the 2018-19 school year, EES students in grades K-2 will increase state performance by one level. (TELPAS - 3rd Gr Reading/Math)

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) All instructional staff will participate in the campus based CARA (collect analyze, reflect and act) process and PLC's to identify areas of needed growth based upon common assessment and benchmark data.		Principal, Intervention Specialist, Teachers	Calendar Schedule, Result Agenda, DMAC Data Sheets, Data Walls				
Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 3, 4							
2) Provide supplemental interventions to support student success. Provide Academic Instructional Movement as a weekly supplement.		Principal, Intervention Specialists, Counselor, Teacher, Tutors	Intervention Documentation (RtI, Sped, 504, etc.), Tutor log -At Risk Computer Lab Groups -AIM Reading/Math Groups -STEAM Intervention Lab -inclusion small groups -increased common assessment scores				
Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3, 4							
3) Provide enrichment opportunities for identified gifted and talented students.		Principal, Teachers, Counselor, Librarian	Lesson plans, activity schedules -G/T supplemental tutor for pull out -4 off campus learning experiences for K, 1 and 2.				
Problem Statements: Curriculum, Instruction, and Assessment 3, 4							
4) Utilize strategies and materials to increase ELL/LEP Writing, Reading and language acquisition.		Principal, ESL/Bilingual Teachers	Lesson Plans, Common Assessments, Benchmarks, TELPAS Reading				
4 off campus learning experiences for K-2 LEP	Problem Statements: Curriculum, Instruction, and Assessment 4 - Parent and Community Engagement 1						
5) Provide supplemental academic curriculum and manipulatives to improve performance in language arts and math during school and at home. Including 1st Move Chess.		Principal, Intervention Specialist, Counselor, Teachers	Increased scores on DRA, Go Math, Education Galaxy and District Common Assessments				
4 off campus learning experiences for at risk students in K-2 grade levels	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2 - Parent and Community Engagement 1						

6) Instructional Specialist to provide resources, data and support for students, teachers and tutors		Principal and Curriculum Director	Intervention Documentation, tutor scheduling, teacher support log -grade level PLC's				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1						
7) State Data review with Brawner and vertical alignment with teachers in math and reading.	2.4, 2.6	Principal, Instructional Specialist, Teachers	Increased scores on state assessments. Will choose a percentage of increase after data review.				
	Problem Statements: Curriculum, Instruction, and Assessment 1						
							

Performance Objective 2 Problem Statements:


Student Achievement
Problem Statement 1: 2nd Grade iStation Tier 1 dropped by 6% from 2016-2017. Root Cause 1: Retirement of 3 seasoned teachers. Lack of rigor due to realignment of existing teachers, rather than hiring 2nd teachers specific to that position.
Problem Statement 2: Lower 1st grade math growth between middle and end of year scores. Root Cause 2: Due to skills-based report card, assessments decreased.
Curriculum, Instruction, and Assessment
Problem Statement 1: All students not on grade level Root Cause 1: Lack of small group instruction time with ratio of teacher to student
Problem Statement 2: Lack of computer-based math program to accompany classroom curriculum and help track data Root Cause 2: New math program (Moby Max) was inadequate
Problem Statement 3: Continue enrichment opportunities for GT and high achieving students Root Cause 3: Training and organization of providing those opportunities
Problem Statement 4: Continue additional opportunities for Bilingual, At-risk and G/T student experiences outside of classroom Root Cause 4: Organization in providing those opportunities
Parent and Community Engagement
Problem Statement 1: Need real life interactive learning. Root Cause 1: Lack of outside of the classroom teaching with real life experiences.

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

Evaluation Data Source(s) 3: In the 2018-19 school year, EES students in grades K-2 will have a skill-based assessment of 2 or show a 10% improvement on all benchmark assessments.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Implementation of 21st century skills in all classrooms (Creativity, Communication, Critical Thinking, Collaboration).		Principal, Intervention Specialists, Teachers	Lesson Plans, Classroom Walk Throughs, Bench Marks Increase in common assessment scores				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1						
2) Various Colleges Alumni Guest Readers on College Spirit Days, Read Across America, Career Day		Instructional Specialist, Counselor	-increased college awareness -college goal setting				
	Problem Statements: Student Achievement 1						
							

Performance Objective 3 Problem Statements:


Student Achievement
Problem Statement 1: 2nd Grade iStation Tier 1 dropped by 6% from 2016-2017. Root Cause 1: Retirement of 3 seasoned teachers. Lack of rigor due to realignment of existing teachers, rather than hiring 2nd teachers specific to that position.
Problem Statement 2: Lower 1st grade math growth between middle and end of year scores. Root Cause 2: Due to skills-based report card, assessments decreased.
Curriculum, Instruction, and Assessment
Problem Statement 1: All students not on grade level Root Cause 1: Lack of small group instruction time with ratio of teacher to student

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

Evaluation Data Source(s) 4: In the 2018-19 school year, EES students will log tutoring hours depending on RtI level.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Implementation of supplemental instruction for RtI and LEP students.		Principal, AP, Intervention Specialists, ESL Teachers, Bilingual Tutor, Grade Level Tutors, AIM Tutors, At Risk Computer Lab Tutor	Lesson Plans, Tutor Schedules, Intervention Documentation				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2						
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance. Post attendance graphs by grade level.		Principal, AP, Teachers, Office Staff	Improved attendance of those targeted. Increased number of perfect attendance awards.				
	Problem Statements: Parent and Community Engagement 4						
							

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: 2nd Grade iStation Tier 1 dropped by 6% from 2016-2017. Root Cause 1: Retirement of 3 seasoned teachers. Lack of rigor due to realignment of existing teachers, rather than hiring 2nd teachers specific to that position.
Problem Statement 2: Lower 1st grade math growth between middle and end of year scores. Root Cause 2: Due to skills-based report card, assessments decreased.
Curriculum, Instruction, and Assessment
Problem Statement 1: All students not on grade level Root Cause 1: Lack of small group instruction time with ratio of teacher to student
Problem Statement 2: Lack of computer-based math program to accompany classroom curriculum and help track data Root Cause 2: New math program (Moby Max) was inadequate
Parent and Community Engagement


Problem Statement 4: Parent academic support continued at home. **Root Cause 4:** Resources and knowledge unavailable to parents.

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.

Evaluation Data Source(s) 5: 100% of eligible EES students will participate in coordinated school health activities.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Prepare students for participation in the state fitness assessment. (Fitness Gram)		PE Teacher	Lesson Plans				
	Problem Statements: Parent and Community Engagement 1						
2) Educate students regarding drug awareness and healthy choices for their body. (Nancy Worcester Performance)		Counselor	Lesson Plans, Student participation				
	Problem Statements: Parent and Community Engagement 1						
3) Participate in Heart Healthy Program.		PE Teacher	Completion certificate from Heart Healthy Organization				
	Problem Statements: Parent and Community Engagement 1						
							

Performance Objective 5 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Need real life interactive learning. Root Cause 1: Lack of outside of the classroom teaching with real life experiences.


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

Evaluation Data Source(s) 1: 100% of EES teachers will meet campus based technology proficiencies.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Technology Tuesdays - Technology Training for Teachers		Principal, Librarian (Media Specialist), Campus Technology Committee, District Technology Specialists	School Calendar, Agendas, Documented Classroom Technology Activities				
	Problem Statements: Technology 4						
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.		Principal, GISD Technology Department	Sign in sheets, lesson plans, and GAP documentation Increased use of technology in classrooms				
	Problem Statements: Technology 4						
3) Teachers will complete campus level proficiencies developed by the technology committee or district personnel on all current devices and software.		Principal, Librarian (Media Specialist), Technology Committee, Teachers, District Tech Staff	Completed Proficiency Documentation, Eduphoria Completion Certificate and GAP				
	Problem Statements: Technology 4						
4) Principal and Technology Lead Teacher TCEA Conference and train campus on new technology.		Principal and Technology Committee Chair	Conference Training Schedule and Staff Training Documentation Current technology equipment and skills utilized in the classroom				
	Problem Statements: Technology 1						

5) Tech Tuesdays - Technology Professional Development for staff to provide hands on application and utilization assistance with relevant personal classroom technology.		Principal, Librarian, IS, Tech Committee, District Tech Staff	Sign in sheets, completed technology programs implemented through lesson plans.				
	Problem Statements: Technology 2, 3, 4						
							

Performance Objective 1 Problem Statements:


Technology
Problem Statement 1: Increased and continued professional development outside of the district Root Cause 1: Lack of global perspective from frontline teacher
Problem Statement 2: Problem with wireless mice and keyboards. Root Cause 2: Purchasing batteries and time wasted with consistent replacement.
Problem Statement 3: Not all devices are up to date and are not compatible with new apps or updates. Root Cause 3: Older devices that are out dated and need replaced.
Problem Statement 4: Time for staff to learn and practice new technology. Root Cause 4: Time during fully scheduled days.

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

Evaluation Data Source(s) 2: 100% of EES students in K-2 will complete digital safety training during the 2018-19 school year.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students will receive annual cyber safety training using GISD Technology Department curriculum		Principal and Librarian	Librarian log, reduced number of offenses related to technology and campus cyber attestation forms.				
Problem Statements: Parent and Community Engagement 1							
							

Performance Objective 2 Problem Statements:


Parent and Community Engagement
Problem Statement 1: Need real life interactive learning. Root Cause 1: Lack of outside of the classroom teaching with real life experiences.

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

Evaluation Data Source(s) 3: EES teachers will use technology during instruction every day.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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.		Principal, AP, Librarian, GISD Technology Department	Walk Through Data, GAP Performance Evaluation system				
	Problem Statements: Technology 4						
2) Students will use software such as iStation, Brain Pop, and AR for added reading support. Education Galaxy and math interventions for math support. Imagine Learning will be used if needed for special ed and bilingual student support.		Principal, Librarian, Teachers, GISD Technology Department	Software usage reports, state assessments, RtI documentation Increased reading and math scores				
	Problem Statements: Student Achievement 1, 2						
							

Performance Objective 3 Problem Statements:


Student Achievement
Problem Statement 1: 2nd Grade iStation Tier 1 dropped by 6% from 2016-2017. Root Cause 1: Retirement of 3 seasoned teachers. Lack of rigor due to realignment of existing teachers, rather than hiring 2nd teachers specific to that position.
Problem Statement 2: Lower 1st grade math growth between middle and end of year scores. Root Cause 2: Due to skills-based report card, assessments decreased.
Technology
Problem Statement 4: Time for staff to learn and practice new technology. Root Cause 4: Time during fully scheduled days.

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.

Evaluation Data Source(s) 1: 100% of the EES staff will participate in district safety training and monthly campus safety drills.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Completing the monthly GISD facility inspection Report.		AP and Custodian	GISD Facilities Checklist				
2) Timely submission of campus work orders.		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		Principal, AP, Teachers	State and local completion reports				
							

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

Evaluation Data Source(s) 1: All grade levels will participate in alternate schedules at least 27 weeks in the 2018-19 school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes during flexible scheduling.		Principal, Counselor, Intervention Specialists, Teachers, Tutors	Intervention schedule, lesson plans, school calendar Improvement on all test scores by 10%				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3, 4 - Parent and Community Engagement 1						
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.		Principal, AP, Intervention Specialists, Teachers	Sign in sheets, agendas, district calendar				
	Problem Statements: School Context and Organization 2 - Technology 4						
3) Teachers will have the opportunity to do a personal needs assessment and then visit other classrooms to address needs.		Principal, Asst. Principal and Counselor	Teachers fill out needs assessment and teachers visiting other classrooms.				
	Problem Statements: School Context and Organization 2 - Technology 4						
4) Teachers will provide flexible schedules to accommodate students to participate in speech, special education and tutoring.		Principal, Assistant Principal, Teachers, IS, Special Education Teachers	Copy of schedules				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 3, 4						
							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 2nd Grade iStation Tier 1 dropped by 6% from 2016-2017. Root Cause 1: Retirement of 3 seasoned teachers. Lack of rigor due to realignment of existing teachers, rather than hiring 2nd teachers specific to that position.

Problem Statement 2: Lower 1st grade math growth between middle and end of year scores. Root Cause 2: Due to skills-based report card, assessments decreased.
Curriculum, Instruction, and Assessment
Problem Statement 1: All students not on grade level Root Cause 1: Lack of small group instruction time with ratio of teacher to student
Problem Statement 2: Lack of computer-based math program to accompany classroom curriculum and help track data Root Cause 2: New math program (Moby Max) was inadequate
Problem Statement 3: Continue enrichment opportunities for GT and high achieving students Root Cause 3: Training and organization of providing those opportunities
Problem Statement 4: Continue additional opportunities for Bilingual, At-risk and G/T student experiences outside of classroom Root Cause 4: Organization in providing those opportunities
Parent and Community Engagement
Problem Statement 1: Need real life interactive learning. Root Cause 1: Lack of outside of the classroom teaching with real life experiences.
School Context and Organization
Problem Statement 2: Time allowance for campus specific professional development Root Cause 2: Calendar mandates
Technology
Problem Statement 4: Time for staff to learn and practice new technology. Root Cause 4: Time during fully scheduled days.

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.

Evaluation Data Source(s) 2: 100% of professional development will reflect the needs of the campus.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Principal and campus leadership team will meet regularly to address the needs of the campus.		Principal and elected teacher representatives.	Sign in sheets and agendas Teacher input into decisions Improved teaching with targeted intervention				
	Problem Statements: School Context and Organization 2 - Technology 4						
2) Staff will participate in a district professional development survey annually to assist in targeting campus needs.		Curriculum Director, Principal	Survey results.				
	Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1, 2 - School Context and Organization 2 - Technology 4						

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 2nd Grade iStation Tier 1 dropped by 6% from 2016-2017. Root Cause 1: Retirement of 3 seasoned teachers. Lack of rigor due to realignment of existing teachers, rather than hiring 2nd teachers specific to that position.
Problem Statement 2: Lower 1st grade math growth between middle and end of year scores. Root Cause 2: Due to skills-based report card, assessments decreased.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher attendance rate Root Cause 1: Retiring teachers and other teacher philosophy and beliefs regarding personal days
Problem Statement 2: Low participation on the GTEI program Root Cause 2: Teacher attendance and perception of difficulty with documentation
School Context and Organization
Problem Statement 2: Time allowance for campus specific professional development Root Cause 2: Calendar mandates
Technology
Problem Statement 4: Time for staff to learn and practice new technology. Root Cause 4: Time during fully scheduled days.

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.

Evaluation Data Source(s) 1: EES counselor will maintain and edit a comprehensive list of resources during the 2018-19 school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Families needing assistance are directed to resources within the district and community.		Counselor, G2020 Target Committee, District Curriculum Director	Comprehensive list of known resources and services made available to families in need.				
2) Campus procedures will be established and implemented by all staff members on the referral process for families in need of assistance.		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 local community members as educational speakers.

Evaluation Data Source(s) 2: EES will utilize community resources a minimum of 20 times throughout the 2018-19 school year.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will utilize community speakers to bring real world application into the classroom to enhance academic learning. (Career Day)		Principal, AP, Counselor	Sign in sheets, lesson plans, speaker schedule				
Problem Statements: Parent and Community Engagement 1							

Performance Objective 2 Problem Statements:


Parent and Community Engagement
Problem Statement 1: Need real life interactive learning. Root Cause 1: Lack of outside of the classroom teaching with real life experiences.

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.

Evaluation Data Source(s) 3: EES will provide opportunities and continue seeking other activities for student competition.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students will be able to compete in the Reading Bee, Spelling Bee and Science Fair, UIL.		Principal, Asst. Principal, IS, and Teachers	Students compete at campus, district and regional level in each competition.				
Problem Statements: Parent and Community Engagement 1, 3, 4							
							

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Need real life interactive learning. Root Cause 1: Lack of outside of the classroom teaching with real life experiences.
Problem Statement 3: Increase opportunities for parents to participate in organized school functions. Root Cause 3: Specific tailored needs communicated to the parents.
Problem Statement 4: Parent academic support continued at home. Root Cause 4: Resources and knowledge unavailable to parents.

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	\$7,668.00
6100 Subtotal:		\$7,668.00
6300 Supplies and Services		
199 e 11 6395 MM 104 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$3,000.00
6300 Subtotal:		\$3,000.00

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sherri Doucet	Instructional Specialist	Title I	1