

**Granbury Independent School District**  
**Roberson Elementary School**  
**2019-2020 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.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

2018-19 Demographics

Total Peak Enrollment 494 Students

Low SES 379

Ethnicity White-293 Hispanic-197 African American-2 Asian-4 American Indian-0 Multi-racial-7

Withdrawn 49

Entered 77

### 2017-18 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 (2016-17) 95.6% 95.3% 95.7%

### Enrollment by Race/Ethnicity

African American 0.6% 1.1% 12.6%

Hispanic 39.2% 24.3% 52.4%

White 56.5% 71.1% 27.8%

American Indian 0.2% 0.5% 0.4%

Asian 1.6% 0.8% 4.4%

Pacific Islander 0.2% 0.3% 0.1%

Two or More Races 1.8% 2.0% 2.3%

### Enrollment by Student Group

Economically Disadvantaged 70.0% 49.5% 58.8%

English Language Learners 29.8% 8.3% 18.8%

Special Education 5.9% 10.5% 9.1%

Mobility Rate (2015-16) 20.5% 16.5% 16.0%

### Class Size Averages by Grade or Subject

#### Elementary

Kindergarten 21.4 19.0 18.7

Grade 1 20.2 19.6 18.8

Grade 2 19.4 19.8 18.8

### Demographics Strengths

Increased Enrollment from 491 to 494 +3 students .9% increase

Students represented all ethnicity but American Indian groups

Attendance Rate Above District

Basically steady demographics in all areas

Campus affected by district program changes, not by campus influences

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Attendance rate below state average by .1% **Root Cause:** Parental education on importance of school attendance

**Problem Statement 2:** Mobility rate is 4% above district and state **Root Cause:** Economic status and family stability

# Student Achievement

## Student Achievement Summary

ERES is paired with Brawner Intermediate for State Assessments

### STAAR Scores 2017-2018

5th Gr Reading--85% passing

5th Grade Math--91% passing

### TELPAS Scores *available at this time:*

STUDENT GROUP #of Students Listening- B/ I/ A/ AH Speaking - B/ I / A/ AH Reading- B/ I/ A/ AH Writing

Kinder 2019 33 41% 38% 21% 0% 59% 21% 21% 0% 100% 0% 0% 0% 100% 0% 0% 0%

1st Grade 2019 33 9% 64% 24% 3% 9% 61% 30% 0% 33% 45% 21% 0% 27% 61% 12% 0%

2nd Grade 2019 48 2% 25% 35% 38% 2% 48% 48% 2% 19% 50% 21% 10% 19% 46% 31% 4%

### iStation Results--End of Year

Grade Tier 3 Tier 2 Tier 1

Overall 29% 18% 53%

Kinder 33% 21% 46%

1st Grade 26% 9% 65%

2nd Grade 30% 19% 51%

### Education Galaxy Assessment (Average Score)

Grade BOY EOY Growth

Kinder 44% 65% 15%

1st Grade 44% 57% 12%

2nd Grade 39% 66% 27%

## **Student Achievement Strengths**

### **STAAR Improvement**

Increase in 5th Grade Reading scores from 78% passing in 2016-2017 to 85% passing in 2017-2018.

Increase in 5th Grade Math scores from 83% passing in 2016-2017 to 91% passing in 2017-2018.

### **TELPAS Improvement**

Increase in Kindergarden Speaking/ Advanced from 0 % in 2018 to 21% in 2019

Increase in 1st Grade Listening/Advanced from 21% in 2018 to 24% in 2019

Increase in 1st Grade Speaking/ Advanced from 15% in 2018 to 30% in 2019

Increase in 1st Grade Reading/ Advanced from 2% in 2018 to 21% in 2019

Increase in 1st Grade Writing/ Advanced from 4% in 2018 to 12% in 2019

Increase in 1st Grade Composition Rating/ Advanced from 15% in 2018 to 24% in 2019

Increase in 2nd Grade Listening/ Advanced from 27% in 2018 to 48% in 2019

Increase in 2nd Grade Speaking/ Intermediate from 27% in 2018 to 48% in 2019

Increase in 2nd Grade Reading/ Intermediate from 39% in 2018 to 50% in 2019

Increase in 2nd Grade Writing/ Intermediate from 29% in 2018 to 46% in 2019

Increase in 2nd Grade Composition Rating/ Intermediate from 34% in 2018 to 50% in 2019

### **iStation Improvement**

Increase in Kindergarten Tier 1 level--up by 9% from 2017-2018.

Decrease in Kindergarten Tier 3 level--down by 13% from 2017-2018.

Increase in 2nd Grade Tier 1 level--up by 16% from 2017-2018.

Decrease in 2nd Grade Tier 3 level--down by 12% from 2017-2018.

### **Education Galaxy Math Improvement (Difference between BOY and EOY)**

Grade Growth

Kinder +15%

1st Grade +12%

2nd Grade +27%

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** 2nd Grade iStation Tier 1 dropped by 16% from 2017-2018 **Root Cause:** Integrity and implementation of the program, scheduling of a consistent tutor in the computer lab

**Problem Statement 2:** Relationship between the DRA test administrator and the student. **Root Cause:** Students did not know their assessor.

**Problem Statement 3:** Lack of student reading incentives to achieve grade level status. **Root Cause:** Campus awareness/ School Wide effort

# 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.

District vision for G2025: Innovation, Engagement, Leadership

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

Guided Reading

Student Ambassador program for 2nd graders

Implementation of PBIS (schoolwide procedures, recognitions, incentives)

Little Pirate Award to recognize positive student behavior

Grade Level STEAM nights



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:** Low teacher morale

**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:** Sustaining campus-wide expectations and discipline standards **Root Cause:** Lack of training and discipline data presented to teachers

**Problem Statement 4:** Not having 100% of staff performing common campus expectations (participation, attendance, campus goals, etc) **Root Cause:** Not communicating/following best practice expectations

# 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
- Development of leaders

## Staff Quality, Recruitment, and Retention Strengths

- Granbury Teacher Excellence Initiative
- Bilingual Teacher Stipends
- Hiring Process
- Acceptance of student teachers
- Student to teacher to administration Team Decision Making

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teacher Attendance Rate **Root Cause:** Improved but continue to lack priority and understanding of sick and personal days

# 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, Education Galaxy, Common Assessments and teacher assessments used for evaluation
- RtI process for low performing students
- BrainPop, Education Galaxy, Istation, Storia, and Reflex Math supplemental software
- Guided Reading, Social Studies (Studies Weekly), Accelerated Learning Stem Scopes, Houghton Mifflin Harcourt Go Math, Writer's Workshop
- Instructional take home resources

## Curriculum, Instruction, and Assessment Strengths

- Curriculum Department Support
- Implementation of skills-based report card in 2nd grade
- Improvement in implementing 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:** Only 53% schoolwide on Istation Tier 1 at the end of the year **Root Cause:** Lack of teacher PD on new curriculum and new ELAR TEKS, lack resources, lack of individual student assistance, lack of parent training

**Problem Statement 2:** Lack of equal literacy performance in both English and Spanish for ELL students **Root Cause:** Early Exit Model for Bilingual students

**Problem Statement 3:** All students not on grade level **Root Cause:** Lack of small group instruction time with ratio of teacher to student and lack of focus on reading

**Problem Statement 4:** Inconsistent ability to track math data **Root Cause:** Lack of exceptional math software--changes yearly.

**Problem Statement 5:** Lack of 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
- GISD Serves Campaign

## 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 at local nursing homes

## **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Lack of CLT parent participation **Root Cause:** Flexible scheduling and communication

**Problem Statement 2:** Lack of academic resources for parents to use at home **Root Cause:** Economic status and lack of knowledge

**Problem Statement 3:** Parent academic participation at school with student **Root Cause:** Organized school effort and communication

# 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
- Flexible scheduling
- Tracking data and discussions during PLC meetings
- Concentrated effort to protect instruction time

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Time allowance for campus specific professional development **Root Cause:** Calendar mandates from district

**Problem Statement 2:** PLC Structure **Root Cause:** Lack of teacher input

**Problem Statement 3:** Timely Lesson Plan documentation **Root Cause:** Teacher standards and discipline

# 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
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- Integrated instruction at all levels in all subjects
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- Beginning coding and robotics - cublets, beebots, lego systems, osmos, spheros, Keebos
- Ability to have 1:1 technology when needed

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Lack of staff time scheduled for PD on technology **Root Cause:** Scheduling and time constraints

**Problem Statement 2:** Alternative uses for some technology devices **Root Cause:** Out of date or broken equipment

**Problem Statement 3:** Sheltered view of technology **Root Cause:** Inability to see global picture of technological possibilities

**Problem Statement 4:** Inability to provide supplemental teacher created resources **Root Cause:** Outdated equipment i.e. binding machine, award maker, etc.



# Goals

Revised/Approved: August 30, 2019



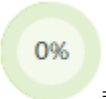

**Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.**

**Performance Objective 1:** Continue to monitor and improve student performance according to state standards, including subgroups in all academic areas.

**Evaluation Data Source(s) 1:** Brawner STAAR Scores, BOY/MOY/EOY Assessments (+DRA), DMAC Data Sheets, Agendas, Meeting Notes, PBMAS, Intervention Documentation

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>1) The instructional specialist will assist and lead all instructional staff in campus Professional Learning Communities to identify areas of needed growth and improvement based on common assessments, benchmarks, DRA, and Istation testing.</p> <p>Followed up with walk-through feedback on the implementation.</p>	Principal, Instructional Specialist, Teachers	Class Data Sheet, Data Walls, DMAC Reports, Calendar Schedule, Classroom walk-through				
<p>2) Implement a balanced literacy approach for grades K-2 which includes a focus on phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. Teachers will be trained and continue to implement Guided Reading Strategies in the classroom.</p> <p>Fountas and Pinnell Classroom System, SRA</p>	Principal, Intervention Specialist, Teachers	Lesson plans, Classroom Walk Through; Benchmarks; Common Assessment; Progress Monitoring Data; Report Cards; Running records; Data Sheets; Balanced Literacy Coach				


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
3) Plan lessons as a grade level to foster teamwork and focused planning. This will allow for monitoring the curriculum and analyzing data	Principal, Instructional Specialist, Lead Teachers, Teachers	Lesson Plans, PLC's Agenda/ Notes, Learning Walks				
4) Improve the Master Schedule to maximize time for instruction and intervention supports.	Principal, Instructional Specialist, Teachers	PLC's Agendas, Tutoring Schedule				
5) Provide supplemental interventions to support student success.  Provide Academic Instructional Movement as a weekly supplement.  (Title 1 Aides, LLI Tutor, Dyslexia Reading Teacher, AIM Aide, Computer Aide)	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				
6) Instructional Specialist to provide resources, data and support for students, teachers and tutors	Principal, Instructional Specialist, Curriculum Director	Intervention Documentation, tutor scheduling, teacher support log				
7) Provide enrichment opportunities for identified gifted and talented students.  Provide enrichment to all students through participation in off campus learning experiences	Principal, Teachers, Counselor, Librarian	Lesson plans, activity schedules -G/T supplemental tutor for pull out -Off campus learning experiences for K, 1 and 2.				
8) Implementation of Writing Units of Study and Reading Units of Study with fidelity	Principal, Instructional Specialist, Teachers	Increased student engagement and ownership in reading and writing  Improved fluency and TEKS mastery  Increase in listening, speaking, reading, and writing on TELPAS				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 1:** We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

**Performance Objective 2:** Improve college readiness performance

**Evaluation Data Source(s) 2:** 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 2:**

Strategy Description	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				
2) Various Colleges Alumni Guest Readers on College Spirit Days, Read Across America, Career Day	Instructional Specialist, Counselor	-increased college awareness				
3) Emma 2nd Grade students will participate in the "First Move" program.	Principal, 2nd Grade Teachers	All 2nd grade students will be able to complete a game of chess by the end of the school year and participate in a end of the year chess tournament.				
						

**Goal 1:** We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

**Performance Objective 3:** Provide additional instructional opportunities for students that are at-risk of dropping out or not completing

**Evaluation Data Source(s) 3:** EES tier 2 and 3 RtI level students will log tutoring hours according to their individual needs.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Implementation of supplemental instruction and Level Literacy Intervention system to target RtI Tier 2 and Tier 3 students	Principal, Intervention Specialist, LLI Aide, Tutors, Teachers	Lesson Plans, Tutor Schedules, LLI Log				
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all student with perfect attendance. Post attendance graphs by grade level.	Principal, AP, Teachers, Office, Staff	Improved attendance of those targeted. Increase the number of perfect attendance awards.				
3) Provide supplemental academic curriculum and manipulatives to improve performance in language arts and math during school and at home.	Principal, Intervention Specialist, Counselor, Teachers	Increased scores on DRA, Go Math, Education Galaxy and District Common Assessments				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

**Goal 1:** We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

**Performance Objective 4:** Implement Project Based Learning

**Evaluation Data Source(s) 4:** Completion of 2 PBL projects for each core teacher 2019-2020

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Continue to implement Project Based Learning (PBL), 1 project per semester	Principal, Curriculum Department, Instructional Specialist	Documentation of presentations, Project Overview				

## Goal 2: We will commit to support student success by providing and retaining the appropriate quantity of qualified staff.

**Performance Objective 1:** Ensure 100% of all professional and paraprofessional staff have appropriate certifications and are highly qualified.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Actively recruit teachers and staff through job fairs, internet job postings, and connections with universities.	Principal, Teachers, Human Resources	Number of Highly Qualified Teachers				
2) Encourage currently certified teachers to earn additional teaching credentials	Principal, Instructional Specialist, District Admin	Number of increased certifications, L.E.A.P. Academy				
3) Newly hired and/or first year teachers will be assigned a mentor to help facilitate classroom management and instructional best strategies.	Principal, Team Leaders, Teachers, Instructional Specialist	Learning Walks, Team conversations				
4) Provide opportunities for all staff to explore different teaching styles through peer observations.	Principal, Instructional Specialist, Teachers	Observations, Walk Throughs, Learning Walks				


**Goal 2:** We will commit to support student success by providing and retaining the appropriate quantity of qualified staff.

**Performance Objective 2:** Staff will participate in high quality research based staff development throughout the year.

**Evaluation Data Source(s) 2:** Campus professional development will reflect the needs of the campus

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Teachers will be provided with high quality staff development to ensure they plan and implement effective lessons that address the needs of our students.	Principal	Effective lesson plans				
2) Participate in the GISD Ready, Set, Teach-field-based internship program which provides students a background knowledge of child and adolescent development principles as well as principles of effective teaching practices.	Principal, GISD High School Teacher	Student Teacher Schedule				
3) Participate in the Effective Schools Project (ESP), Tarleton State University to providing professional development in improving school effectiveness, raising the achievement level of students and improving the professional development of pre-service and in-service educators.	Principal, Instructional Specialist, Teachers	Schedule of professional development, Lesson Plans				



100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

### Goal 3: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

**Performance Objective 1:** Students will participate in coordinated school health activities

**Evaluation Data Source(s) 1:** 100% of eligible EES students will participate in coordinated school health activities.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Prepared students for participation in the state fitness assessment (fitness Gram)	PE Teacher	Lesson Plan				
2) Educate students regarding drug awareness and healthy choices for their body. (Nancy Worcester)	Counselor	Lesson Plans, Student Participation				
3) Participate in Heart Healthy Program	PE Teacher	Completion certificates from Heart Healthy Organization				



**Goal 3:** We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

**Performance Objective 2:** Utilize local community members as partners to enhance student learning

**Evaluation Data Source(s) 2:** EES will utilize community resources throughout the 2019-20 school year

**Summative Evaluation 2:**

Strategy Description	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				

## Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

**Performance Objective 1:** Intentionally and purposefully plan to meet the social and emotional needs of all learns. 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	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 for staff. (Create a permanent tree base). Read 2 leaves every Thursday for "Thankful Thursday".	Principal, AP, Counselor, Teachers	Kick-off morning instruction on agenda, counselor lessons during library rotation, # of student leaves on tree increase to 95%.				
2) Family Night (S.T.E.A.M.) combined with open house with student work showcased and student made activities to participate.	Principal, Instructional Specialist, Event Committee- Teachers	School Calendar, Parent Communication Flyer, Sign In Sheets				
3) Positive Behavioral Interventions and Supports (PBIS) are used on campus to promote positive behavior choices.	Principal, AP, Committee - Teachers	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.				
4) 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, AP, Principal	Scholarship, staff luncheons, staff celebrations				
5) 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.				
6) Acknowledgement and recognition of students to demonstrate outstanding behavior and leadership skills.	Principal, AP, Teachers	Pirate Awards each grading period given out at Morning Assembly/ Celebrations				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
7) Monthly character education program developed which spotlights and teaches character traits.	Principal, AP, Counselor	Morning Assembly, Guidance Lessons, Students wear particular colors on Mondays to support character trait focus				

**Goal 5: We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.**

**Performance Objective 1:** Ensure students demonstrate responsible digital citizenship

**Evaluation Data Source(s) 1:** 100% of EES students in K-2 will complete digital safety training during the 2019-20 school year.

**Summative Evaluation 1:**

Strategy Description	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 att				


**Goal 5:** We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.

**Performance Objective 2:** Integrate digital content and tools into instruction in meaningful ways to encourage student use of available resources to enhance learning

**Evaluation Data Source(s) 2:** Teachers and students use of the 4C's (Communication, Collaboration, Critical Thinking & Creativity) and digital methods for assessment within the classroom.

**Summative Evaluation 2:**

Strategy Description	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, Librarian (Media Specialist), Campus Technology Committee, District Technology Specialists	School Calendar, Agendas, Documented Classroom Technology Activities				
2) Students will use software such as iStation, Brain Pop, and AR for added reading support. Education Galaxy for math interventions and 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				
3) Tech Tuesdays - Technology Professional Development for staff to provide hands on application and utilization assistance with relevant personal classroom technology.	Principal, Librarian (Media Specialist), Campus Technology Committee, District Technology Specialists	School Calendar, Agendas, Documented Classroom Technology Activities				


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
						

## Goal 6: We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.

**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	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 training including: -10 GISD Required Training -Student Drills (Fire, Tornado, Nuclear, Lock-down, bus evac) -Science Lab Safety	Principal, AP, Teachers	State and local completion reports				
						

**Goal 6:** We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.

**Performance Objective 2:** Create 4 unique learning experiences in preparation for the Early Childhood Academy

**Evaluation Data Source(s) 2:** EES will partner with community members to assist in the completion of 4 Learning Experiences to be implemented 2019-20

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Promote literacy and numeracy development at an early age in an exploratory and engaging environment through the creation of 4 themed learning experiences in preparation for future growth.	Principal, Instructional Specialist, Teachers, District Admin	Completion of themed learning experience classroom, Lesson Plans reflecting thematic lessons				



**Goal 7: We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.**

**Performance Objective 1:** Emma Roberson will adhere to all district policies which meet state and local requirements.

**Evaluation Data Source(s) 1:** Completion of district requirements

**Summative Evaluation 1:**

# State Compensatory

## Budget for Roberson Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199 e 11 6118 00 104 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$9,700.00
199 e 11 6118 00 104 0 24 000	6125 Salary Support - Locally Defined	\$22,800.00
<b>6100 Subtotal:</b>		<b>\$32,500.00</b>
<b>6300 Supplies and Services</b>		
199 e 11 6395 00 104 0 34 000	6395 Supplies, DP Operations - Locally Defined	\$222.00
<b>6300 Subtotal:</b>		<b>\$222.00</b>

## Personnel for Roberson Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brandi Sulak	Reading Paraprofessional	State Comp Ed	1.0

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sheri Doucet	Instructional Specialist	Title I	1.0