

*We can...
Grow, Learn,
Read! Where
success
begins!*

EMMA ROBERSON EARLY LEARNING ACADEMY CAMPUS NEEDS ASSESSMENT GOALS 2021-2022

DEMOGRAPHICS

- ✓ 310 Students: 3 Head Start Classes (3 year-olds), 14 Pre-k (4 year-olds), 3 ECSE

GOAL 1: HIGH QUALITY INSTRUCTION

- ✓ Professional Learning Communities (PLC's) to identify needed growth and improvement based off of ESGI assessments, CLI, report cards, teacher observation, and walk-throughs.
- ✓ Implementation of balanced literacy: Phonemic awareness, phonics, vocabulary, comprehension, and writing using Frog Street and Benchmark curriculum.
- ✓ Administrative Lead Teams: 4-5 teachers per team to enhance support, monitoring, data analysis, and increase student achievement.
- ✓ Provide supplemental instruction and interventions (Conscious Discipline).
- ✓ Enrichment opportunities for students- Students reading consonant-vowel-consonant (CVC) books.
- ✓ Bilingual paraprofessional to support learning and parent communication.
- ✓ Supplemental Learning Materials: Learning A-Z, ESGI assessment, Parent Take-home Resources, Classroom Manipulatives and Consumables.
- ✓ Title I Tutoring for students who are at-risk or in need of improvement.

GOAL 2: QUALIFIED TEACHING STAFF

- ✓ Teacher Recruitment- Emphasis on bilingual teachers.
- ✓ Encourage staff to earn additional teaching credentials.
- ✓ Mentor teachers assigned to newly hired or first year teachers.
- ✓ Peer Observations: Opportunities for teachers to observe other master teacher's classrooms.
- ✓ Staff Development: Plan and implement effective lessons.
- ✓ Participate in GISD's Ready, Set, Teach program, Tarleton's Effective Schools Project (ESP) professional Development, and GTEI

GOAL 3: REAL-WORLD OPPORTUNITIES FOR LEADERSHIP & COMMUNITY PARTNERSHIP

- ✓ School health activities and preparation for future state fitness assessments.

- ✓ Healthy choice awareness.
- ✓ Health fair participation.
- ✓ Community speakers to bring real-world application.

GOAL 4: CHARACTER LEADERSHIP & TEAM BUILDING SKILLS

- ✓ Social Emotional needs of all learners for the enhancement of school climate.
- ✓ Character Education: Morning assembly and implementing Conscious Discipline.
- ✓ Family Math, Reading, and Music Night
- ✓ Conscious Discipline professional development.
- ✓ Parent Teacher Conferences held each six-weeks.
- ✓ Parent trainings offered twice a year.
- ✓ Acknowledgement of student achievements.
- ✓ Frog Street curriculum character education.

GOAL 5: TECHNOLOGY

- ✓ Digital citizenship training.
- ✓ Annual cyber safety training.
- ✓ Digital content, tool integration, and supplemental digital curriculum into instruction to enhance learning.

GOAL 6: FUTURE GROWTH PLANNING

- ✓ Campus safety plan.
- ✓ GISD facility inspection documentation.
- ✓ Campus work orders.
- ✓ Theme-based learning rooms: Pet, space, and farm-to-market experiences.
- ✓ Preparation of an additional Pre-K 3 and 4 year-old classroom and ECSE classroom.

GOAL 7: FISCAL POLICY

- ✓ Adhere to all state and local district policies.
- ✓ Campus Leadership Team Meetings.

Granbury Independent School District
Roberson Elementary School
2021-2022 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.

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Comprehensive Needs Assessment

Student Learning

Student Learning Summary

School Processes & Programs

School Processes & Programs 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, Stora, 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

School Processes & Programs 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

Perceptions

Perceptions 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

Family and Community Engagement

- 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
- Field trip 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, Web page, Class Dojo etc.
- GEF Grants
- 50 Fella's Food Fest
- GISD Serves Campaign

Spanish speaking parents have requested that parent meetings for this sub pop be held at admin so that parents from both schools that serve Bilingual can attend one meeting since the early exit program will be moving to a one-way dual language program and grades K-5 Bilingual will be combined.

Perceptions Strengths

- Morning Assembly
- Flexible Scheduling
- Guided Reading
- Continue PBIS/ Implement Conscious Discipline
- 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
- Family Nights -
 - Math's A Big Deal
 - Family Reading Engagement Night
- Integrated assistance from high school students - Ready Set Teach, Spanish Readers, Sports Greeters, etc.
- 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
- GISD Service Projects at local nursing homes

Priority Problem Statements

Goals

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.





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: BOY/MOY/EOY Assessment CLI (Children's Learning Institute), ESGI (Educational Software for Guiding Instruction), Meeting Notes from teacher observation, Intervention Documentation MTSS (Multi Teared Systems of Support), Health Assessments, Report Card

Strategy 1 Details	Reviews			
<p>Strategy 1: The administrative team (principal, assistant principal, instructional specialist, media/team lead) will participate and assist with all instructional staff in grade level Professional Learning Communities (PLC) to identify areas of needed growth and improvement based on ESGI assessments, CLI beginning middle and end, report card assessment, teacher observation and walk through data.</p> <p>Strategy's Expected Result/Impact: High quality weekly lesson and intervention plans that are pk guideline based and follow GISD scope and sequence. All required state curriculum will be presented to all students before May 26, 2022. Impact measured by reaching 65% of Pk4 students "on track" according to CLI rating.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Media/team lead, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Focus on specific instructional needs and student learning - Title I (211)</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement balanced literacy which includes a focus on phonemic awareness, phonics, vocabulary, comprehension, and writing through Frogstreet, Benchmark, and additional supplemental resources.</p> <p>Strategy's Expected Result/Impact: Lesson plans, Classroom Walk Through; CLI, ESGI, BOY/ MOY/ EOY, Report Cards; Data Sheets</p> <p>Impact measured by ESGI prepared assessments each 6 weeks over current concepts with a goal of 90% student mastery.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instruction Specialist, Curriculum Specialist, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Create administrative lead teams dividing teachers into teams of 4-5 to allow for more individualized monitoring of the curriculum, analyzing data, support for teachers, increased parent academic involvement, and increased student achievement.</p> <p>Strategy's Expected Result/Impact: Lesson Plans, Meeting Agenda/Notes, Learning Walks, and Parent Trainings.</p> <p>Impact measured by increase of ESGI results each 6 weeks to reach 90% end of year goal.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Lead Teacher, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide supplemental instruction and interventions (Conscious Discipline) to support student success.</p> <p>(Title I Tutor, At-Risk Tutor, Intervention Support Teacher)</p> <p>Strategy's Expected Result/Impact: Intervention Documentation (MTSS, RtI, Sped, 504, LPAC, Parent/Teacher Conference), parent training, Pk3 home visits, and Tutor log</p> <p>Impact measured by increase of student performance on ESGI to reach 90% end of year goal and reduction of behavior interventions that reach RtI tier 2 and 3 levels by 20%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Media/team lead, Intervention Support Teacher, Teacher, Tutors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide enrichment opportunities for those students above pre-kindergarten expected outcomes. Strategy's Expected Result/Impact: Teacher documented ESGI assessment.</p> <p>Impact measured by goal of 50% of Pk4 students reading CVC (consonant vowel consonant) books. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Media/Lead teacher, Teachers, Intervention Support Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Bilingual paraprofessional will support the students and parents in communication of all aspects involving school related information.</p> <p>Strategy's Expected Result/Impact: Students and parents will received all written and verbal information in their native language (Spanish is only required language at this time - language line used for other languages.) Impact measured by parent survey question regarding clear communication with a goal of 90% of our parents rating communication at a "high" level. Staff Responsible for Monitoring: Principal, Assistant Principal, Bilingual Paraprofessional Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math Funding Sources: Bilingual Paraprofessional partial funding - Title III (263)</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide supplemental materials to support student success. (Learning A-Z, ESGI, Parent Take Home Resources, Teacher Manipulatives and Consumables)</p> <p>Strategy's Expected Result/Impact: Impact measured by increased scores on ESGI to reach 90% end of year goal. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Curriculum Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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



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: Provide additional instructional opportunities for students that are at-risk of dropping out or not completing due to mobility rate, poor attendance, etc.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Students recommended through teacher/admin that do not perform 100% on ESGI assessments will log tutoring hours according to their individual needs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of supplemental instruction through Title I Tutor.</p> <p>Strategy's Expected Result/Impact: Tutor Schedules Impact measured by increase of 50% of students tutored reaching mastery each 6 weeks.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, Tutors, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide supplemental academic curriculum and manipulatives to improve performance in language arts and math during school and at home.</p> <p>Assessment completed by teacher.</p> <p>Strategy's Expected Result/Impact: Impact measured by increased performance on ESGI to meet end of year goal of 90% mastery.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
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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.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Verification of SBEC appropriate certifications.

Strategy 1 Details	Reviews			
<p>Strategy 1: Actively recruit teachers, especially bilingual certified teachers, and staff through job fairs, internet job postings, and connections with universities.</p> <p>Strategy's Expected Result/Impact: Number of Highly Qualified Teachers Result measured by achieving 100% highly qualified pre-kindergarten teachers.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Human Resources</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Encourage currently certified teachers and paraprofessionals to earn additional teaching credentials</p> <p>Strategy's Expected Result/Impact: Number of increased certifications, L.E.A.P. Academy Result measured by assisting a minimum of 2 teachers or paraprofessionals enroll in courses toward advancement of career.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, District Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Newly hired and/or first year teachers will be assigned a mentor to help facilitate classroom management and instructional best strategies.</p> <p>Strategy's Expected Result/Impact: Learning Walks, Team conversations Impact measured by retention of 1st year teachers and staff survey of a high rating on teacher support question.</p> <p>Staff Responsible for Monitoring: Principal, Team Leaders, Teachers, Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide opportunities for all staff to explore different teaching styles through peer observations.</p> <p>Strategy's Expected Result/Impact: Observations, Walk Throughs, Learning Walks Impact measured by increase in GAP rating on teacher assessment by a minimum of one level.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF</p> <p>Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
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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.

Targeted or ESF High Priority

Evaluation Data Sources: Campus professional development will reflect the needs of the campus and results will be measured through academic and social emotional reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be provided assistance in the structure of and participate in high quality staff development to ensure they plan/implement effective lessons that address the needs of our students.</p> <p>Strategy's Expected Result/Impact: Effective lesson plans Impact measured by increase each 6 weeks by 10% on ESGI assessments to reach year end goal of 90% mastery.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Participate in college level student teaching and GISD Ready, Set, Teach. (Field-based internship programs which provide students with a background knowledge of child and adolescent development principles as well as principles of effective teaching practices.</p> <p>Strategy's Expected Result/Impact: Student Teacher Schedule Result measured by acceptance of at least 2 student teachers and completion of program.</p> <p>Staff Responsible for Monitoring: Principal, GISD High School Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Participate in the Effective Schools Project (ESP), Tarleton State University provides professional development in improving school effectiveness, raising the achievement level of students and improving the professional development of pre-service and in-service educators.</p> <p>Strategy's Expected Result/Impact: Schedule of professional development, Lesson Plans Result measured through completion of 3 professional development sessions and 1 planning session.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Encourage teacher participation in district GTEI toward teaching excellence.</p> <p>Strategy's Expected Result/Impact: GTEI Documents Measured by encouraging at least 3 teachers to participate in the GTEI process.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Superintendent</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
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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

Targeted or ESF High Priority

Evaluation Data Sources: 100% of eligible ERELA students will participate in coordinated school health activities.





Strategy 1 Details	Reviews			
<p>Strategy 1: Prepare students for future participation in the state fitness assessment through implementation of prekindergarten physical development guidelines with integrated academics.</p> <p>Strategy's Expected Result/Impact: Lesson Plan Impact measured by 100% participation during PE bi-weekly.</p> <p>Staff Responsible for Monitoring: PE Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Educate students regarding drug awareness and healthy choices for their body. (Nancy Worcester, family style dining, PE instruction)</p> <p>Strategy's Expected Result/Impact: Lesson Plans, Family style dining, Guest speaker Impact measured by 100% participation in all activities.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, PE Paraprofessional</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Participation from parents and students at district wide health fair emphasizing importance of student stability.</p> <p>Strategy's Expected Result/Impact: Sign in sheets, decrease mobility rate Measured by 50% participation through attendance at health fair.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, PE Paraprofessional, District PE teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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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

Targeted or ESF High Priority

Evaluation Data Sources: ERELA will schedule community speakers throughout the 2021-2022 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize community speakers to bring real world application into the classroom to enhance academic learning.</p> <p>Strategy's Expected Result/Impact: Sign in sheets, lesson plans, speaker schedule Measured by 100% participation in activities.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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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 learners. Develop and implement procedures to enhance a positive school climate.

Targeted or ESF High Priority

Evaluation Data Sources: ERELA school survey for teachers and parents will show 90% satisfactory in all areas.

Strategy 1 Details	Reviews			
<p>Strategy 1: Character Education through morning assembly review of character traits and implementation of Conscious Discipline.</p> <p>Strategy's Expected Result/Impact: Impact measured through 100% participation during morning assembly and reduced discipline referrals by 20%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Family Math, Reading and Music Nights where student's work will be showcased and students participate in hands-on academic and singing activities.</p> <p>Strategy's Expected Result/Impact: School Calendar, Parent Communication Flyer, Sign In Sheets Results measured by 75% parent participation in night activities.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Train teachers and implement Conscious Discipline practices on campus to promote positive behavior choices.</p> <p>Strategy's Expected Result/Impact: Students and teachers demonstrate an understanding of the expectations for the different areas. Posters, training, and morning assembly. Impact measured by increase of 1 GAP level in student discipline and decrease in office referrals by 20%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Parent teacher conferences held each 6 weeks along with parent trainings offered at least 2 times per year at flexible times.</p> <p>Strategy's Expected Result/Impact: Increase positive student behavior/academics. Monitored through teacher log and measured through parent survey and 75% parents participation.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Acknowledgement and recognition of achievement as students reach academic goals and exhibit leadership skills (character and behavior).</p> <p>Strategy's Expected Result/Impact: Teacher awards as students reach goals. Impact measured by increase in ESGI assessment by 10% each 6 weeks until year end goal of 90% mastery is reached in all areas. Decrease in behavior referrals by 20%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF</p> <p>Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Character education through Frogstreet curriculum which spotlights and teaches character traits.</p> <p>Strategy's Expected Result/Impact: Impact measured through decrease in discipline referrals and increase in positive recognition.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF</p> <p>Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 teachers/students demonstrate responsible digital citizenship

Targeted or ESF High Priority

Evaluation Data Sources: 100% of ERELA PK4 students will complete digital safety training during the 2021-22 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will receive annual cyber safety training using GISD Technology Department Curriculum. Strategy's Expected Result/Impact: Librarian documentation of completion. Result measured through reduced number of cyber offenses related to technology. Staff Responsible for Monitoring: Principal and Librarian Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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.

Targeted or ESF High Priority

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

Results measured through GAP assessment for teachers related to classroom integration of technology.





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use a variety of current technology tools to improve student performance such as classroom computers, LCD projectors, document cameras, interactive whiteboards, wireless microphone/speaker system, and various hand held devices.</p> <p>Strategy's Expected Result/Impact: Documented Classroom Technology Integration Activities through lesson plans and observation. Result measured through GAP teacher evaluation of 100% proficient.</p> <p>Staff Responsible for Monitoring: Principal, Librarian (Media Specialist), District Technology Staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will use software such as Reading A to Z, ABC Mouse, and Starfall for added reading and math support.</p> <p>Strategy's Expected Result/Impact: Software usage reports, state assessments, RtI documentation</p> <p>Impact measured through increase in ESGI assessment scores by 10% each 6 weeks until year end goal of 90% mastery achieved.</p> <p>Staff Responsible for Monitoring: Principal, Librarian, Teachers, GISD Curriculum/Technology Department Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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.

Targeted or ESF High Priority

Evaluation Data Sources: 100% of the ERELA staff will participate in district safety training and monthly campus safety drills





Strategy 1 Details	Reviews			
<p>Strategy 1: Completing the GISD facility inspection report and safety drill documentation as required.</p> <p>Strategy's Expected Result/Impact: GISD Facilities Checklist Result measured by decrease in student/staff injuries and 100% participation in the GISD required safety drills.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Security Officer, Maintenance staff</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Timely submission of campus work orders input by staff immediately when discovered.</p> <p>Strategy's Expected Result/Impact: Eduphoria Held Desk Reports Results measured by an increase of work orders being directly input by staff rather than verbally reported at a later time.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Continue to create on campus unique learning experiences.

Targeted or ESF High Priority

Evaluation Data Sources: ERES will partner with community members to assist in the completion of 2 additional Learning Experience Rooms to be implemented in 2021-22.





Strategy 1 Details	Reviews			
<p>Strategy 1: Promote literacy and numeracy development in an exploratory and engaging environment through the creation of themed learning experience rooms. Space, Pet, and Farm to Market will be the next focus. (Camping complete, Zoo adjustments in progress)</p> <p>Strategy's Expected Result/Impact: Result measured by 100% of classes rotating through completed experiences by end of school year. Result measured by completion of 2 additional experiences completed by end of school year. Impact for students measured through increase on ESGI assessment of vocabulary, math and reading concepts.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 3: The campus administrative team will evaluate and prepare for additional growth in PreK 3, PreK 4 and ECSE.

Targeted or ESF High Priority

Evaluation Data Sources: Demographic data and district strategic planning

Strategy 1 Details	Reviews			
Strategy 1: Campus leadership team will prepare 1 additional room for Pk3 staff students, Pk4 increased enrollment (15th section) and ECSE increased qualifying students (4th section). Strategy's Expected Result/Impact: Result measured by completion of rooms by end of year. Staff Responsible for Monitoring: Principal and Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Documentation of completed district requirements.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and staff will encourage parent participation in the Campus Leadership Team meetings through creative scheduling and digital distance participation.</p> <p>Strategy's Expected Result/Impact: Result measured by 20% increase of parent participation. Documented through sign in sheets.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Elected Teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Roberson Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 e 1 1 6118 00 104 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$14,329.00
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
6100 Subtotal:		\$46,829.00
6300 Supplies and Services		
199 e 11 6395 00 104 0 34 000	6395 Supplies, DP Operations - Locally Defined	\$222.00
199 e 11 6395 CI 104 0 24 390	6395 Supplies, DP Operations - Locally Defined	\$5,340.00
199 e 11 6397 CA 104 0 24 000	6397 Other Equipment - Locally Defined	\$7,210.00
199 e 11 6397 EG 104 0 24 000	6397 Other Equipment - Locally Defined	\$3,045.00
199 e 11 6397 IS 104 0 24 000	6397 Other Equipment - Locally Defined	\$5,000.00
6300 Subtotal:		\$20,817.00

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Paula Turner	Bilingual Instructional Paraprofessional	Title III	1
Sheri Doucet	Instructional Specialist	Title I	1.0

Campus Funding Summary

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Focus on specific instructional needs and student learning		\$0.00
Sub-Total					\$0.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Bilingual Paraprofessional partial funding		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums