

# **Brazosport Independent School District**

## **O.M. Roberts Elementary**

### **2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

O.M. Roberts Elementary School faculty and staff are committed to the belief that all students can learn. By guiding them to apply higher level thinking skills in every situation, our students can channel their curiosity and take ownership of their own learning. We strive to keep communication lines open to develop a cooperative spirit between school and home.

# Vision

Blasting off to a bright future at Roberts!

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# Comprehensive Needs Assessment

Revised/Approved: May 25, 2018

## Demographics

### Demographics Summary

O.M. Roberts Elementary is a culturally diverse school with students in EC-4th grade serving approximately 540 students. The ethnic breakdown is 8% African American, 47% Hispanic, 37% White, 1% American Indian, 3% Asian, 4% 2 or more races. 11% of the students are LEP and 48% of the students are considered At-Risk. The mobility rate is 28.36%. Roberts gifted and talented students represent 7.8% of the population and 14% are identified as special education students. 69% of our student population is identified as Economically Disadvantaged. All of our teachers are considered highly qualified. O.M. Roberts Elementary has a very diverse population ranging from affluent to low income poverty areas, and the mobility rate is increasing.

### Demographics Strengths

Student attendance above 95%

Class size is 22 to 1 or below

Consistent enrollment numbers

100% highly qualified staff

Discipline incidents have decreased

Offering of clubs and tutoring

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Staff attendance rates are low and need to increase to more than 95% **Root Cause:** Many staff members were out on long term leave

**Problem Statement 2:** Economically disadvantaged rates are rising and consistently increase by 10% from fall to spring semester. **Root Cause:** Families moving for jobs at a more rapid pace in the spring.

**Problem Statement 3:** Student attendance rates are lower and need to increase to 96%. **Root Cause:** Add more attendance incentives, parent attendance education and communication.

# Student Achievement

## Student Achievement Summary

Roberts' students are working hard to meet state standards. We offer after school tutorials that are tailored to meet each student's individual needs as well as before, during and after school intervention programs. Tier 1 instruction is delivered with the use of balanced literacy and guided math. Students are monitored and brought to RTI committee if needed for additional interventions. An RtI block is built into the master schedule to help struggling learners and provide time for enrichment. Supplemental materials and programs are used for both intervention and enrichment, along with hands on materials to help students achieve and engage, while fostering the connection between abstract and concrete learning.

## Student Achievement Strengths

Student growth as shown on screeners

RtI built into the master schedule

PLC- campus wide monitoring of student data and instruction

STAAR scores are above state average in all areas on STAAR

Over last 5 years, math STAAR has shown a 15% increase

2017 the campus earned 3 distinctions on STAAR

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Reading STAAR scores are stagnant **Root Cause:** Staff implemented guided reading with fidelity in 2017-18, and will continue.

**Problem Statement 2:** Writing STAAR scores are stagnant. **Root Cause:** Writing vertical alignment needs to be implemented beyond a common topic.

**Problem Statement 3:** Need to see more growth from students PK-4: math, reading, and writing. **Root Cause:** Need to incorporate vertical alignment time and school wide strategies.

# School Culture and Climate

## School Culture and Climate Summary

Roberts is a friendly school with communication provided through various modes such as monthly newsletters, marquees, PTO meetings, Parent Portal, Roberts Facebook page, school messenger, and e-mail. We offer a variety of programs to engage parents with the school. We provide a variety of incentives to students in the form of Book Clubs/Contests, PBIS, Career Day, Jump Rope for Heart, and after school clubs. Roberts also provides positive events and incentives for staff, as well. Roberts focuses on responsibility for decision making, as well as developing leadership skills throughout our community. Community organizations offer safety and health programs to our students. Discipline referrals are continuing to decrease. Our building is well maintained for its age, and is inviting to students, staff, parents, and the community.

## School Culture and Climate Strengths

PLC

Communication

Supportive & Active PTO, Increase in Volunteers

After School Clubs

Family Engagement Events

PBIS Program

Student & Staff Incentives

Decrease in discipline referrals

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Staff attendance was low and needs to increase **Root Cause:** Multiple employees were out on long term leave. Will continue campus incentives.

**Problem Statement 2:** Student attendance is not to 96% **Root Cause:** We will have student attendance incentives through the entire school year.

**Problem Statement 3:** Need more staff morale events. **Root Cause:** Hospitality will take over some of the events.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

The O.M. Roberts' personnel is 100% highly qualified, with many teachers having 10 + years experience. The staff stays abreast of the current research, trends, and curriculum and instruction. Roberts provides a highly rigorous curriculum with a strong RtI program. To ensure that high needs students receive effective and intensive instruction, Roberts Elementary has two certified special education teachers and two intervention specialists. Professional development for the staff is determined based on campus and individual needs. Implementation is monitored by the administration through TTESS walkthroughs and observations. The impact of professional development increases teacher performance which positively impacts student achievement.

## Staff Quality, Recruitment, and Retention Strengths

100% Highly Qualified Staff

Staff Incentives in place for encouragement & recognition

Staff has been provided PD for programs/techniques in place

PLC

Mentor teachers for 1st year teachers; buddy teachers for new to school teachers

Timely feedback on observations

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

**Problem Statement 1:** More staff presented professional development is needed **Root Cause:** Build vertical alignment time for staff to share PD

**Problem Statement 2:** Vertical alignment needs in math & reading **Root Cause:** Build vertical alignment time in monthly.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

All teachers in grades PK-4 use the district scope and sequence that aligns with the state TEKS and essential outcomes. Grades 1-4 use the AR reading program to help promote reading engagement. Each grade uses Pre and Post assessments and common formative assessments to drive instruction and determine student needs. All grade levels utilize screeners, CBAs, mock tests, etc to monitor growth and performance, and to individualize intervention, enrichment, and instruction for each student. We will continue with ongoing professional development that will directly impact instruction and support district initiatives.

## Curriculum, Instruction, and Assessment Strengths

RtI built into Master Schedule

Data Analysis to drive instruction

PLC

Highly qualified staff

Spring Training- Tutorials

LLI Intervention

Writing Camp

2017- 3 distinctions for STAAR

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** More vertical alignment is needed **Root Cause:** Ensure time is built in monthly for school wide math & reading vertical alignment

**Problem Statement 2:** Implement balanced literacy fully **Root Cause:** Provide professional development so teachers know how to implement all elements of BL.

# Parent and Community Engagement

## Parent and Community Engagement Summary

We have a supportive and active PTO that works hard and raises money for the school by hosting events such as Fall Festival, restaurant nights, etc. Our PTO membership has increased, along with number of campus volunteers. Our CEIC meets quarterly. Roberts offers many opportunities for families and the community to be involved, such as: family picnics, family academic nights, grade level performances, pumpkin night, career day, awards, ceremonies, etc. This past year, along with our PTO, Roberts started community give back programs, by giving to local charities through funds/items raised.

## Parent and Community Engagement Strengths

Family Academic Nights

Increased number of PTO members

Increase in volunteers

Communication through social media, newsletter, remind 101, etc

Communication in both English & Spanish

Summer Literacy Bags with local resources

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Would like more instructional volunteers, ie: read with students **Root Cause:** We should be recruiting for and giving volunteers specific roles to sign up for

**Problem Statement 2:** Parents needing skills to support child's learning at home **Root Cause:** Offer more family academic nights at various times; bigger promotion, incentives for attending family nights.

# School Context and Organization

## School Context and Organization Summary

Roberts has set high expectations for our students, and makes sure to provide them with opportunities to grow. Our school is organized into grade level teams, where collaboration is expected to meet the needs of the students. Kindergarten-1st classes are self-contained, and 2nd-4th classes are teamed. Our Master schedule provides for a common planning time of 55 minutes daily, and a built in RTI time for each grade level to minimize students missing core instruction; ESL and sped intervention lines up with the common RtI time, providing intervention and services for all students. We run a PLC campus, and use collaboration time and data to drive instructional time.

## School Context and Organization Strengths

PLC

Common Planning Time

RtI time built into master schedule

Shared Calendar & Duty Schedules

PBIS implemented

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Entrance lends itself to anyone coming in without stopping. **Root Cause:** School built in a different era. This is being addressed.

**Problem Statement 2:** Building in time for SPED & ESL to participate in PLCs consistently. **Root Cause:** Common planning time for grade levels doesn't line up with special populations common planning time. Will work to address this through vertical alignment PLC times.

# Technology

## Technology Summary

Technology is used daily at Roberts by students and staff. Teachers are implementing technology to enhance instruction. They use it to help collaborate and communicate. Students are one to one, so they have easier access to the many online programs available.

## Technology Strengths

New teacher lap tops

1 to 1 devices for students

Technology for communication

Multiple online programs for students access at school and home

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Training is a need as technology use increases **Root Cause:** Providing time for staff development that incorporates technology.

**Problem Statement 2:** Parents noted worry through the survey that communication/interaction between child and teacher would lessen with technology.

**Root Cause:** Ensure that technology is not replacing teaching, but enhancing learning with it.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

# Goals

Revised/Approved: September 11, 2018

**Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*FutureReady.**

**Performance Objective 1:** in 2018-2019, 3rd & 4th-grade students will achieve 85% or higher meets grade level on state assessments (Outcome Goal 2).

**Evaluation Data Source(s) 1:** 2019 STAAR Data, TELPAS

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  1) Vertical alignment PLCs will be implemented monthly to ensure collaboration school wide.	2.4, 2.5, 2.6	Admin, PLCs	We will implement school wide strategies.				
<b>Problem Statements:</b> Student Achievement 3							
<b>Comprehensive Support Strategy</b> PBMAS  <b>Critical Success Factors</b> CSF 1  2) Targeted students will receive tutoring for math, reading & writing.	2.4	Teachers, admin, RtI Team	Students will show growth due to extra tutoring. Assessment scores will increase.				
<b>Problem Statements:</b> Student Achievement 1, 2, 3							
<b>Funding Sources:</b> Local 24 - State Comp - 1807.00, 211 - Title I, Part A - 16853.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
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<b>Problem Statement 1:</b> Reading STAAR scores are stagnant <b>Root Cause 1:</b> Staff implemented guided reading with fidelity in 2017-18, and will continue.
<b>Problem Statement 2:</b> Writing STAAR scores are stagnant. <b>Root Cause 2:</b> Writing vertical alignment needs to be implemented beyond a common topic.
<b>Problem Statement 3:</b> Need to see more growth from students PK-4: math, reading, and writing. <b>Root Cause 3:</b> Need to incorporate vertical alignment time and school wide strategies.



**Goal 1:** Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*FutureReady.

**Performance Objective 2:** In 2018-2019, 85% of Pk-4 students will achieve grade level or higher on reading and math (Outcome Goal 1 & Outcome Goal 2).

**Evaluation Data Source(s) 2:** IStation Screeners- Rdg/Math, TEMI, DRA

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 1) Identified Tier 2 & Tier 3, and special populations in need (sped, LEP), students will receive interventions daily in math & reading.	2.4, 2.6	Interventionists, Teachers, Admin	Students will show 1 years growth				
	<b>Problem Statements:</b> Student Achievement 3 - Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> Local 24 - State Comp Personnel - 65000.00, 211 - Title I, Part A - 115000.00, 199 - General Fund - 500.00						
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 2) Teachers will implement balanced literacy and guided math with fidelity.	2.4, 2.6	Admin, PLC	Students will show 1 years growth with the implementation of strategies with fidelity				
	<b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2						
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

**Performance Objective 2 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Reading STAAR scores are stagnant <b>Root Cause 1:</b> Staff implemented guided reading with fidelity in 2017-18, and will continue.
<b>Problem Statement 3:</b> Need to see more growth from students PK-4: math, reading, and writing. <b>Root Cause 3:</b> Need to incorporate vertical alignment time and school wide strategies.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> More vertical alignment is needed <b>Root Cause 1:</b> Ensure time is built in monthly for school wide math & reading vertical alignment
<b>Problem Statement 2:</b> Implement balanced literacy fully <b>Root Cause 2:</b> Provide professional development so teachers know how to implement all elements of BL.

**Goal 1:** Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*FutureReady.

**Performance Objective 3:** In 2018-2019, staff will collaborate to ensure instruction is aligned with scope & sequence and instructional decisions are data-driven (Constraint 1).

**Evaluation Data Source(s) 3:** PLC Notes, Lesson Plans, Walk-throughs/evals, RtI referrals

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Grade level PLCs will collaborate weekly and vertical PLCs will collaborate monthly to determine instructional and student needs.</p>	2.4, 2.6	Admin, PLCs, RtI Team	Assessment will be created, data will be reviewed, and the information will drive RtI placements.				
<b>Problem Statements:</b> Student Achievement 3							
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) PE teacher and nurse will provide opportunities for community partners to work/present to students (health, hygiene, physical activity, and safety).</p>	2.5	Admin, Nurse, PE Teacher	Students will gain information about health, hygiene, physical activity, and safety.				
<p>3) Students at appropriate grade levels will participate in fitness gram.</p>	2.5	PE Teacher, Admin	Student results will be reported once complete.				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Performance Objective 3 Problem Statements:**

Student Achievement
<b>Problem Statement 3:</b> Need to see more growth from students PK-4: math, reading, and writing. <b>Root Cause 3:</b> Need to incorporate vertical alignment time and school wide strategies.





# Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

**Performance Objective 1:** In 2018-2019, family/community academic involvement will increase by 10%.

**Evaluation Data Source(s) 1:** Sign-in for volunteers, PTO mtgs, etc, family engagement activity invitations

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Offer family engagement activities and provide information throughout the school year.</p>	3.1, 3.2	Admin, grade levels	Family participation will increase.				
<p><b>Problem Statements:</b> Parent and Community Engagement 2  <b>Funding Sources:</b> 211 - Title I, Part A Parent &amp; Family Engagement - 1672.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) Recruit volunteers for school day needs and after school clubs.</p>	3.2						
<p><b>Problem Statements:</b> Parent and Community Engagement 1</p>							
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) O.M. Roberts will jointly develop with, and distribute to, parents and family members a written Parent and Family Engagement Policy. The policy will be available in English and Spanish, and accessible on the schools website.</p>	3.1	Admin	Parents will participate in the development of, and copies will be made available.				
<p><b>Critical Success Factors</b> CSF 5</p> <p>4) O.M. Roberts will conduct, with parents and family members, an annual evaluation of the Parent and Family Engagement Policy.</p>	3.1	Admin	Parents will participate in evaluating the policy.				

<p><b>Critical Success Factors</b> CSF 5</p> <p>5) O.M. Roberts has a School-Parent Compact that outlines how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact will be available in English and Spanish, and accessible on the campus website.</p>	3.1, 3.2	Admin	Parents will help develop and receive the compact.	100%	100%	100%	
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Performance Objective 1 Problem Statements:**

<b>Parent and Community Engagement</b>	
<b>Problem Statement 1:</b> Would like more instructional volunteers, ie; read with students	<b>Root Cause 1:</b> We should be recruiting for and giving volunteers specific roles to sign up for
<b>Problem Statement 2:</b> Parents needing skills to support child's learning at home	<b>Root Cause 2:</b> Offer more family academic nights at various times; bigger promotion, incentives for attending family nights.

**Goal 2:** Brazosport ISD learning environments will be safe and conducive to learning.

**Performance Objective 2:** In 2018-2019, safety and security training and practice will increase.

**Evaluation Data Source(s) 2:** Crisis drill logs, notes from drills

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 1) Review crisis drill notes/plans quarterly to ensure procedures are being learned.	2.5	Admin, Crisis Team	Drills will reflect knowledge of procedures in a crisis.				
<b>Problem Statements:</b> School Context and Organization 1							
<b>Critical Success Factors</b> CSF 6 2) Ensure crisis bags are up to date with needed supplies.	2.5	Admin, Crisis Team	Needed information and supplies are available and easily accessible.				
<b>Problem Statements:</b> School Context and Organization 1							
<b>Funding Sources:</b> 199 - General Fund - 150.00							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>School Context and Organization</b>
<b>Problem Statement 1:</b> Entrance lends itself to anyone coming in without stopping. <b>Root Cause 1:</b> School built in a different era. This is being addressed.

**Goal 2:** Brazosport ISD learning environments will be safe and conducive to learning.

**Performance Objective 3:** In 2018-2019, positive behavior support strategy training will occur.

**Evaluation Data Source(s) 3:** Training sign in, samples of use, behavior RtI meeting notes

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 1) Train staff in use of motivational strategies, positive behavior tools.	2.6	Counselor, Admin	Staff will show knowledge in use of positive behavior tools.				
<b>Critical Success Factors</b> CSF 6 2) Implement PBIS weekly procedure focus.	2.6	Admin, All Staff, Counselor	Increase in following procedures, decrease in negative behaviors.				
<b>Critical Success Factors</b> CSF 4 CSF 6 3) Counselor will conduct small group sessions, and whole group character lessons.	2.6	Counselor, Admin	Decrease in negative behaviors, proactive in building social skills.				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Goal 2:** Brazosport ISD learning environments will be safe and conducive to learning.

**Performance Objective 4:** In 2018-2019, Roberts will increase student attendance to 96%

**Evaluation Data Source(s) 4:** weekly attendance rates

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 1) Incentives will be provided each 9 weeks for students with excellent attendance.	2.4, 2.5, 2.6	Assistant Principal, PEIMS Clerk	Student attendance will increase.				
	<b>Problem Statements:</b> School Culture and Climate 2						
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 4 CSF 5 2) Parent/School collaboration will take place for students with excessive absences and/or tardies to develop a plan.	2.5, 3.2	Assistant Principal, Teachers, PEIMS Clerk	Student attendance will increase.				
	<b>Problem Statements:</b> School Culture and Climate 2						
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 4 Problem Statements:**

School Culture and Climate
<b>Problem Statement 2:</b> Student attendance is not to 96% <b>Root Cause 2:</b> We will have student attendance incentives through the entire school year.

# Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

**Performance Objective 1:** In 2018-2019, Roberts will ensure staff is 100% highly effective and trained in appropriate instructional practice (Constraint 1).

**Evaluation Data Source(s) 1:** Professional Development Agendas

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7  1) PLCs will collaborate and analyze data, build assessments, and share ideas to drive instruction.	2.4, 2.6	Admin, PLC Teams	Increased student achievement.				
<b>Problem Statements:</b> Student Achievement 3 - School Context and Organization 2 <b>Funding Sources:</b> 211 - Title I, Part A - 7500.00							
<b>Comprehensive Support Strategy</b> PBMAS  <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7  2) Identified staff will receive professional development in identified instructional strategies.	2.4, 2.5, 2.6	Admin, PLC Teams	Staff will attend, provide, and implement staff development throughout the school year.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> 211 - Title I, Part A - 3120.00, 199 - General Fund - 3000.00, 255 - Title II, Part A - 4732.00							
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

## Performance Objective 1 Problem Statements:

<b>Student Achievement</b>
<b>Problem Statement 3:</b> Need to see more growth from students PK-4: math, reading, and writing. <b>Root Cause 3:</b> Need to incorporate vertical alignment time and school wide strategies.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> More staff presented professional development is needed <b>Root Cause 1:</b> Build vertical alignment time for staff to share PD
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 2:</b> Implement balanced literacy fully <b>Root Cause 2:</b> Provide professional development so teachers know how to implement all elements of BL.
<b>School Context and Organization</b>



**Problem Statement 2:** Building in time for SPED & ESL to participate in PLCs consistently. **Root Cause 2:** Common planning time for grade levels doesn't line up with special populations common planning time. Will work to address this through vertical alignment PLC times.

**Goal 3:** Brazosport ISD will recruit, develop, and retain highly effective staff.

**Performance Objective 2:** In 2018-2019, staff attendance will increase to 95% (Constraint 2).

**Evaluation Data Source(s) 2:** Quarterly reports on staff attendance

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 CSF 7 1) Provide staff with quarterly attendance reports indicating number of absences.	2.4, 2.6	Admin	Staff attendance will increase				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7 2) Attendance incentives will be provided quarterly to staff members who have perfect attendance for the 9 weeks.	2.5	Admin, Principal's Secretary	Staff absences will decrease.				
<b>Problem Statements:</b> Demographics 1 - School Culture and Climate 1							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Staff attendance rates are low and need to increase to more than 95% <b>Root Cause 1:</b> Many staff members were out on long term leave
<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Staff attendance was low and needs to increase <b>Root Cause 1:</b> Multiple employees were out on long term leave. Will continue campus incentives.

# Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

**Performance Objective 1:** In 2018-2019, Roberts will provide necessary instructional resources for teachers and staff (Constraint 3).

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7  1) Aligned instruction materials, including online resources, services and presentations, will be utilized by teachers and staff in all subject areas (ELA, Math, Science, Social Studies, Special Education, and other Special Areas).	2.4, 2.5, 2.6	Admin, PLC Teams	Use of instructional resources will increase student achievement.				
	<b>Problem Statements:</b> Student Achievement 3 - Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> 211 - Title I, Part A - 8394.00, 199 - General Fund - 20294.00						
<b>Critical Success Factors</b> CSF 6  2) General materials needed for staff	2.4, 2.6	Admin, Principal's secretary	General material needs will be met.				
	<b>Problem Statements:</b> Student Achievement 3 - Staff Quality, Recruitment, and Retention 1 <b>Funding Sources:</b> 199 - General Fund - 10872.00						
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 3:</b> Need to see more growth from students PK-4: math, reading, and writing. <b>Root Cause 3:</b> Need to incorporate vertical alignment time and school wide strategies.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> More staff presented professional development is needed <b>Root Cause 1:</b> Build vertical alignment time for staff to share PD

**Curriculum, Instruction, and Assessment**

**Problem Statement 2:** Implement balanced literacy fully **Root Cause 2:** Provide professional development so teachers know how to implement all elements of BL.

# Goal 5: BISD will promote, communicate and market the accomplishments, achievements and successes of students and staff.

**Performance Objective 1:** In 2018-2019, Roberts will promote student and staff accomplishments through various modes of communication.

**Evaluation Data Source(s) 1:** Social Media, Announcements, Newsletters

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 6 1) Staff will utilize the Roberts social media accounts to share student and staff accomplishments. (Facebook, Twitter)	3.2	Social Media Managers	Positive interaction with community.				
<b>Critical Success Factors</b> CSF 5 CSF 6 2) Share student and staff accomplishments on announcements & newsletters.	2.6, 3.1, 3.2	All staff, admin	Positive interaction and impact.				
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

**Goal 5:** BISD will promote, communicate and market the accomplishments, achievements and successes of students and staff.

**Performance Objective 2:** In 2018-2019, Roberts will celebrate student success through campus-wide celebrations.

**Evaluation Data Source(s) 2:** Number of students receiving positive recognition- will use whatever program it is tied to.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 4 CSF 6  1) Positive reinforcement will be provided through incentives for PBIS.	2.5, 2.6	PBIS Committee, Counselor	Many students will receive incentives				
<b>Critical Success Factors</b> CSF 1 CSF 6  2) Roberts will provide positive academic recognition through award ceremonies, ST Math celebrations, Reading Team celebrations, etc.	2.5	Admin	Many students will attend celebrations				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Targeted students will receive tutoring for math, reading & writing.
1	2	1	Identified Tier 2 & Tier 3, and special populations in need (sped, LEP), students will receive interventions daily in math & reading.
1	2	2	Teachers will implement balanced literacy and guided math with fidelity.
2	4	1	Incentives will be provided each 9 weeks for students with excellent attendance.
2	4	2	Parent/School collaboration will take place for students with excessive absences and/or tardies to develop a plan.
3	1	2	Identified staff will receive professional development in identified instructional strategies.
4	1	1	Aligned instruction materials, including online resources, services and presentations, will be utilized by teachers and staff in all subject areas (ELA, Math, Science, Social Studies, Special Education, and other Special Areas).

# PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	2	Targeted students will receive tutoring for math, reading & writing.
1	2	1	Identified Tier 2 & Tier 3, and special populations in need (sped, LEP), students will receive interventions daily in math & reading.
1	2	2	Teachers will implement balanced literacy and guided math with fidelity.
2	4	1	Incentives will be provided each 9 weeks for students with excellent attendance.
2	4	2	Parent/School collaboration will take place for students with excessive absences and/or tardies to develop a plan.
3	1	2	Identified staff will receive professional development in identified instructional strategies.
4	1	1	Aligned instruction materials, including online resources, services and presentations, will be utilized by teachers and staff in all subject areas (ELA, Math, Science, Social Studies, Special Education, and other Special Areas).



# State Compensatory

## Personnel for O.M. Roberts Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mary Heckendorn	Interventionist / Dyslexia Teacher	O.M. Roberts	.86

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nicole Stayton	Intervention Aide	O.M. Roberts	1
TBD	Intervention Aide	O.M. Roberts	1
Teresa Gonzalez	Interventionist / Dyslexia Teacher	O.M. Roberts	.93

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Erin Matthews	
Classroom Teacher	Helen Kneupper	
Classroom Teacher	Karen Brown	
Classroom Teacher	Karrie Gay	
Administrator	Jennifer Nabors	
Assistant Principal	Jennifer Slater	
Counselor	Beverly Beadel	
Parent	Greta Gromaski	
Classroom Teacher	Christi Murray	
Non-classroom Professional	Michelle Varga	
Paraprofessional	Sonia Bennett	
Librarian	Brandye Roland	
District-level Professional	Stacey Clarkson	
Community Representative	Judy Dolgovskij	

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Resources		\$500.00
2	2	2			\$150.00
3	1	2	Professional Development		\$3,000.00
4	1	1	Resources		\$20,294.00
4	1	2	Resources		\$10,872.00
<b>Sub-Total</b>					\$34,816.00
<b>Budgeted Fund Source Amount</b>					\$34,816.00
<b>+/- Difference</b>					<b>\$0</b>
Local 24 - State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$1,807.00
<b>Sub-Total</b>					\$1,807.00
<b>Budgeted Fund Source Amount</b>					\$1,807.00
<b>+/- Difference</b>					<b>\$0</b>
Local 24 - State Comp Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Interventionist		\$65,000.00
<b>Sub-Total</b>					\$65,000.00
<b>Budgeted Fund Source Amount</b>					\$65,000.00
<b>+/- Difference</b>					<b>\$0</b>
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$16,853.00
1	2	1	Interventionist		\$65,000.00

1	2	1	Intervention Para		\$25,000.00
1	2	1	Intervention Para		\$25,000.00
3	1	1			\$7,500.00
3	1	2	RtI Professional Development	211.13.6411.00.109.30	\$1,120.00
3	1	2	Revising & Editing Training		\$2,000.00
4	1	1			\$8,394.00
<b>Sub-Total</b>					\$150,867.00
<b>Budgeted Fund Source Amount</b>					\$159,965.00
<b>+/- Difference</b>					\$9,098.00
<b>211 - Title I, Part A Parent &amp; Family Engagement</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	1			\$1,672.00
<b>Sub-Total</b>					\$1,672.00
<b>Budgeted Fund Source Amount</b>					\$1,725.00
<b>+/- Difference</b>					\$53.00
<b>255 - Title II, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	2	Training in the Professional Learning Communities (PLC) model		\$4,732.00
<b>Sub-Total</b>					\$4,732.00
<b>Budgeted Fund Source Amount</b>					\$4,732.00
<b>+/- Difference</b>					\$0
<b>Grand Total</b>					\$258,894.00