

Brazosport Independent School District

O.M. Roberts Elementary

2023-2024 Improvement Plan



Board Approval Date: October 16, 2023

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!

Value Statement

We believe every child deserves the highest quality education

We believe everyone is accountable for student success

We believe students find purpose through connections with their schools

We believe collaborative partnerships are vital to strengthening the learning experience

We value and support the contributions of our staff

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Comprehensive Needs Assessment

Revised/Approved: May 26, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

O.M. Roberts team met on April 20th, May 5th, May 15th, and May 26th, 2023 to work on, review, and complete our Campus Needs Assessment. On April 20th, we reviewed the process in which to conduct the CNA. Data was distributed: surveys, demographic reports, attendance data, assessment data (to date), and SWOT Analysis areas were assigned. Each group worked with a team, and turned in their analysis for review on May 15th. On May 15th, analysis was reviewed and a program evaluation was conducted. We also received our preliminary budget requests on May 5th, along with our Title 1 PFE Compact & Policy on May 26th. On May 26th, part of the team met to review final problem statements and root causes. We made sure to address our preliminary STAAR scores/zones, and the increase in behavior concerns moving into the next school year.

Demographics

Demographics Summary

O.M. Roberts Elementary is a culturally diverse school with students in EC-4th grade serving approximately 610 students. Enrollment is expected to increase to approximately 660 for the 23-24 school year. The ethnic breakdown is 10% African American, 47% Hispanic, 36% White, 3% Asian, 4% 2 or more races. 10% of the students are LEP (7 different languages spoken within these families) and 48% of the students are considered At-Risk. The mobility rate is around 21%. Roberts' gifted and talented students represent 6% of the population and 12% of our enrolled students are identified through special education. 67.6% of our student population is identified as Economically Disadvantaged. This has been an increasing percentage yearly, with this year seeing our first drop of 5%. Our ethnic, LEP, and At-Risk breakdowns have remained consistent over the last few years. We have seen a drop in the percentage of Gifted and Talented students, but the number of Special Education referrals has increased. With the increase in enrollment, the special education percentage stayed about the same. Our attendance rates this year dropped from around 95% to 90-92%. 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.

Demographics Strengths

100% highly qualified staff

Offering of enrichment, tutoring, and Summer Academy

1.6% increase in student attendance

Problem Statements Identifying Demographics Needs

Problem Statement 1: Economically disadvantaged rate dropped 5%. **Root Cause:** All students receive free meals, so it was harder to get as many families to complete the lunch application.

Problem Statement 2 (Prioritized): Severe discipline issues have increased within the k-2 age group. **Root Cause:** Lack of effective consequences available, lack in staffing to support behavior, home support, and lack of social skills.

Problem Statement 3 (Prioritized): Student attendance rates are not at goal of 96%. **Root Cause:** More parent education before hand, and consequences are needed for breaking attendance laws.

Student Learning

Student Learning 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 the Workshop Model for ELA 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. All teachers in grades K-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. K-2 has implemented a new phonics program. Each grade uses 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, support district initiatives, and help close gaps forming within special populations.

Student Learning Strengths

Student growth as shown on screeners

Implementation of Saxon Phonics in K-2

RtI built into the master schedule

PLC- campus wide monitoring of student data and instruction

Data Analysis to drive instruction

Highly qualified staff

Fall & Spring Tutorials

Summer Academy

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): T3 and Sped students are not performing as well on reading and math assessments, specifically 3rd math & ela T3 & sped students. **Root Cause:** Student attendance, behaviors, accommodation implementation, small group instruction lacking

Problem Statement 2 (Prioritized): Instructional gaps seen in students going from 3rd to 4th grade. **Root Cause:** Student attendance, behaviors, small group instruction lacking

School Processes & Programs

School Processes & Programs 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 (PLC model) 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, enrichment, and services for all students. We run a PLC campus, and use collaboration time and data to drive instructional time. Dyslexia services are provided, and our numbers of students qualifying through special education with dyslexia are increasing. Our Sped student numbers are increasing, but the percentage hasn't changed due to our increased enrollment.

School Processes & Programs Strengths

PLC

Common Planning Time

RtI time built into master schedule

Shared Calendar & Duty Schedules

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We have an increase in sped students, and a increase in the gap between sped and all students on assessments. **Root Cause:** Sped referrals have increased, more students have moved in with a sped diagnosis or in the process of being tested. We also need to monitor the number of sped students in a classroom, and accommodation implementation.

Problem Statement 2 (Prioritized): We have some students who are ESL and T3 or Sped, and scheduling doesn't always line up as needed. **Root Cause:** We implemented ESL push-in, but with a change in staffing, ESL will be incorporated into the intervention schedule.

Perceptions

Perceptions Summary

O.M. Roberts has an inviting, positive climate. Parents/Community and Staff recognized they were satisfied with their students education, feel safe, and supported at our school. Procedures are reviewed in depth at the beginning of each school year, and after long breaks. Our staff is trained, along with our students, for emergency situations. Administrators are visible on campus to make sure instruction and safety is implemented well. We have a small, but active PTO. We are looking forward to more parent involvement in the coming school year. Our attendance rates finally increased some to 93.6%, but this will continue to be an area of focus, as our goal of 36% has not been met. We normally have very little turn-over, but the upcoming school year, we will be adding new employees due to moves, retirements, and promotions. Our staff focus is student achievement, and we try to invite parents into the learning by hosting academic nights. Communication between the campus, community, teachers, parents, etc is strong.

Perceptions Strengths

Parents and teachers are satisfied and feel supported, as per the surveys

Supportive PTO

Communication between teacher, parents, school, community

PBIS

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Surveys stated some parents want more volunteer opportunities. **Root Cause:** They do not want to participate in PTO or educational volunteering, and that is how most opportunities are published, and the focus of most opportunities. Many staff members are leary to let more parents into classrooms due to their abusive/aggressive/non-supporting behavior and comments.

Problem Statement 2 (Prioritized): Some surveys indicated not enough communication. **Root Cause:** Some parents decline schoolmessenger contact, and we need a campus streamlined communication system from the classrooms (for ex: dojo).

Priority Problem Statements

Problem Statement 1: Instructional gaps seen in students going from 3rd to 4th grade.

Root Cause 1: Student attendance, behaviors, small group instruction lacking

Problem Statement 1 Areas: Student Learning

Problem Statement 2: T3 and Sped students are not performing as well on reading and math assessments, specifically 3rd math & ela T3 & sped students.

Root Cause 2: Student attendance, behaviors, accommodation implementation, small group instruction lacking

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We have an increase in sped students, and a increase in the gap between sped and all students on assessments.

Root Cause 3: Sped referrals have increased, more students have moved in with a sped diagnosis or in the process of being tested. We also need to monitor the number of sped students in a classroom, and accommodation implementation.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: We have some students who are ESL and T3 or Sped, and scheduling doesn't always line up as needed.

Root Cause 4: We implemented ESL push-in, but with a change in staffing, ESL will be incorporated into the intervention schedule.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Severe discipline issues have increased within the k-2 age group.

Root Cause 5: Lack of effective consequences available, lack in staffing to support behavior, home support, and lack of social skills.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Student attendance rates are not at goal of 96%.

Root Cause 6: More parent education before hand, and consequences are needed for breaking attendance laws.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Surveys stated some parents want more volunteer opportunities.

Root Cause 7: They do not want to participate in PTO or educational volunteering, and that is how most opportunities are published, and the focus of most opportunities. Many staff members are leary to let more parents into classrooms due to their abusive/aggressive/non-supporting behavior and comments.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Some surveys indicated not enough communication.

Root Cause 8: Some parents decline schoolmessenger contact, and we need a campus streamlined communication system from the classrooms (for ex: dojo).

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 18, 2023

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

Performance Objective 1: The percent of 3rd and 4th grade students that score Meets Grade Level or above on STAAR Reading will increase from 51% to 60 % for 3rd grade and 53% to 60 % for 4th grade by June 2024. (HB 3 Early Literacy Outcome Goal)





High Priority

HB3 Goal

Evaluation Data Sources: 2023 STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level PLCs will collaborate and review data to identify instructional needs, gaps, and best instructional strategies.</p> <p>Strategy's Expected Result/Impact: We will implement school wide strategies/best practices, PLC documentation, assessment data</p> <p>Staff Responsible for Monitoring: Admin, PLCs</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted students will receive tutoring for math, reading & writing. Strategy's Expected Result/Impact: Students will show growth due to extra tutoring. Assessment scores will increase. Staff Responsible for Monitoring: Teachers, admin, RtI Team</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 Funding Sources: Tutorials - Local 30-State Comp Ed - \$16,936</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide targeted interventions to Tier 3 students and students who did not approach on STAAR Reading or Math through small group instruction. Strategy's Expected Result/Impact: Student growth towards grade level mastery Staff Responsible for Monitoring: Interventionists, PLCs, admin</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 100% of students will utilize the campus AR program in grades 1st-4th (kinder as appropriate) to increase fluency, comprehension, and vocabulary. Strategy's Expected Result/Impact: Increased performance in reading Staff Responsible for Monitoring: Classroom teachers, librarian</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize a variety of instructional materials and supplies to include online resources: Education Galaxy, IXL, SeeSaw, Raz Kids, IStation, etc.</p> <p>Strategy's Expected Result/Impact: Student growth</p> <p>Staff Responsible for Monitoring: Classroom teachers, interventionists</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide identified students expanded learning opportunities in an extended school year through June 2024. 10% of enrolled student listing participation goal.</p> <p>Strategy's Expected Result/Impact: Reduce summer slide, show gain in preparation for next school year grade, maintain grade level skills</p> <p>Staff Responsible for Monitoring: Admin, Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: T3 and Sped students are not performing as well on reading and math assessments, specifically 3rd math & ela T3 & sped students. Root Cause: Student attendance, behaviors, accommodation implementation, small group instruction lacking</p>
<p>Problem Statement 2: Instructional gaps seen in students going from 3rd to 4th grade. Root Cause: Student attendance, behaviors, small group instruction lacking</p>

School Processes & Programs

Problem Statement 1: We have an increase in sped students, and a increase in the gap between sped and all students on assessments. **Root Cause:** Sped referrals have increased, more students have moved in with a sped diagnosis or in the process of being tested. We also need to monitor the number of sped students in a classroom, and accommodation implementation.

Problem Statement 2: We have some students who are ESL and T3 or Sped, and scheduling doesn't always line up as needed. **Root Cause:** We implemented ESL push-in, but with a change in staffing, ESL will be incorporated into the intervention schedule.

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





Performance Objective 2: The percent of 3rd grade and 4th grade students that score Meets Grade Level or above on STAAR Math will increase from 64% to 68% for 3rd grade and will remain 65% or higher for 4th grade by June 2024. (HB Early Numeracy Outcome Goal)

High Priority

HB3 Goal

Evaluation Data Sources: 2022 STAAR data, In22-23 65% of 3rd grade students will perform at the Meets grade level performance standard on the STAAR math assessment.

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level PLCs will collaborate and review data to identify instructional needs, gaps, and best instructional strategies.</p> <p>Strategy's Expected Result/Impact: We will implement school wide strategies/best practices, PLC documentation, assessment data</p> <p>Staff Responsible for Monitoring: Admin, PLCs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted students will receive tutoring for math, reading & writing.</p> <p>Strategy's Expected Result/Impact: Students will show growth due to extra tutoring. Assessment scores will increase.</p> <p>Staff Responsible for Monitoring: Teachers, admin, RtI Team</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize a variety of instructional materials and supplies to include online resources: Education Galaxy, IXL, SeeSaw, Raz Kids, IStation, etc.</p> <p>Strategy's Expected Result/Impact: Student growth</p> <p>Staff Responsible for Monitoring: Classroom teachers, interventionists</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide identified students expanded learning opportunities in an extended school year through June 2024. 10% of enrolled student listing participation goal.</p> <p>Strategy's Expected Result/Impact: Reduce summer slide, show gain in preparation for next school year grade, maintain grade level skills</p> <p>Staff Responsible for Monitoring: Admin, Intervention, teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: T3 and Sped students are not performing as well on reading and math assessments, specifically 3rd math & ela T3 & sped students. Root Cause: Student attendance, behaviors, accommodation implementation, small group instruction lacking</p>
<p>Problem Statement 2: Instructional gaps seen in students going from 3rd to 4th grade. Root Cause: Student attendance, behaviors, small group instruction lacking</p>
School Processes & Programs
<p>Problem Statement 1: We have an increase in sped students, and a increase in the gap between sped and all students on assessments. Root Cause: Sped referrals have increased, more students have moved in with a sped diagnosis or in the process of being tested. We also need to monitor the number of sped students in a classroom, and accommodation implementation.</p>

School Processes & Programs

Problem Statement 2: We have some students who are ESL and T3 or Sped, and scheduling doesn't always line up as needed. **Root Cause:** We implemented ESL push-in, but with a change in staffing, ESL will be incorporated into the intervention schedule.





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

Performance Objective 1: In 2023-2024, safety and security training and practice will be conducted.

High Priority

Evaluation Data Sources: Crisis drill logs, notes from drills

Strategy 1 Details	Reviews			
Strategy 1: Conduct and review crisis drill notes/plans quarterly to ensure procedures are effective and staff and students are prepared. Strategy's Expected Result/Impact: Drills will reflect preparation for a crisis. Staff Responsible for Monitoring: Admin, Crisis Team Title I: 2.6 Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Student attendance rates are not at goal of 96%. Root Cause: More parent education before hand, and consequences are needed for breaking attendance laws.





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

Performance Objective 2: In 2023-24 positive behavior support strategy training will occur.

High Priority

Evaluation Data Sources: Training sign in, samples of use, behavior RtI meeting notes

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of staff will be trained in use of motivational strategies, positive behavior tools, anti-bullying and violence prevention and intervention.</p> <p>Strategy's Expected Result/Impact: Staff will show knowledge in use of positive behavior tools.</p> <p>Staff Responsible for Monitoring: Counselor, Admin</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement PBIS weekly procedure focus.</p> <p>Strategy's Expected Result/Impact: Increase in following procedures, decrease in negative behaviors.</p> <p>Staff Responsible for Monitoring: Admin, All Staff, Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Counselor will conduct small group sessions(minimum 2 times per month), and whole group character lessons (100% of students).</p> <p>Strategy's Expected Result/Impact: Decrease in negative behaviors, proactive in building social skills.</p> <p>Staff Responsible for Monitoring: Counselor, Admin</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 2: Severe discipline issues have increased within the k-2 age group. Root Cause: Lack of effective consequences available, lack in staffing to support behavior, home support, and lack of social skills.</p>
Student Learning
<p>Problem Statement 1: T3 and Sped students are not performing as well on reading and math assessments, specifically 3rd math & ela T3 & sped students. Root Cause: Student attendance, behaviors, accommodation implementation, small group instruction lacking</p>
<p>Problem Statement 2: Instructional gaps seen in students going from 3rd to 4th grade. Root Cause: Student attendance, behaviors, small group instruction lacking</p>

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

Performance Objective 3: In 2023-24, Roberts will increase student attendance to 96%

High Priority

Evaluation Data Sources: weekly attendance rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Incentives will be provided each 9 weeks for students with excellent attendance. Strategy's Expected Result/Impact: Student attendance will increase. Staff Responsible for Monitoring: Assistant Principal, PEIMS Clerk</p> <p>Title I: 2.6 Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Quarterly parent/school collaboration will take place for students with excessive absences and/or tardies to develop a plan. Strategy's Expected Result/Impact: Student attendance will increase. Staff Responsible for Monitoring: Assistant Principal, Teachers, PEIMS Clerk</p> <p>Title I: 2.6 Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: Student attendance rates are not at goal of 96%. Root Cause: More parent education before hand, and consequences are needed for breaking attendance laws.</p>

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

Performance Objective 4: In 2023-24, campus will highlight and encourage healthy habits.

Evaluation Data Sources: Fitness Gram, Master Schedule

Strategy 1 Details	Reviews			
<p>Strategy 1: PE teacher and nurse will provide opportunities for community partners to work/present to students (health, hygiene, physical activity, and safety) at minimum 2 presentations.</p> <p>Strategy's Expected Result/Impact: Students will gain information about health, hygiene, physical activity, and safety.</p> <p>Staff Responsible for Monitoring: Admin, Nurse, PE Teacher</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be given the opportunity to participate in rigorous physical activity daily through PE or recess.</p> <p>Strategy's Expected Result/Impact: Students will have time for physical movement which will promote a healthy lifestyle.</p> <p>Staff Responsible for Monitoring: Admin, PE teacher</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 3: Student attendance rates are not at goal of 96%. Root Cause: More parent education before hand, and consequences are needed for breaking attendance laws.</p>
Student Learning
<p>Problem Statement 1: T3 and Sped students are not performing as well on reading and math assessments, specifically 3rd math & ela T3 & sped students. Root Cause: Student attendance, behaviors, accommodation implementation, small group instruction lacking</p>

Student Learning





Problem Statement 2: Instructional gaps seen in students going from 3rd to 4th grade. Root Cause: Student attendance, behaviors, small group instruction lacking
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Goal 3: BISD will promote, communicate and market the accomplishments, achievements and successes of students and staff.

Performance Objective 1: In 2023-24, Roberts will promote student and staff accomplishments through various modes of communication.

High Priority

Evaluation Data Sources: Social Media, Announcements, Newsletters

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will utilize the Roberts social media accounts to share student and staff accomplishments at minimum 3 times per month. (Facebook, Twitter)</p> <p>Strategy's Expected Result/Impact: Positive interaction with community.</p> <p>Staff Responsible for Monitoring: Social Media Managers</p> <p>Title I: 4.1</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Share student and staff accomplishments on announcements & newsletters weekly.</p> <p>Strategy's Expected Result/Impact: Positive interaction and impact.</p> <p>Staff Responsible for Monitoring: All staff, admin</p> <p>Title I: 4.1</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: Some surveys indicated not enough communication. Root Cause: Some parents decline schoolmessenger contact, and we need a campus streamlined communication system from the classrooms (for ex: dojo).</p>

Goal 3: BISD will promote, communicate and market the accomplishments, achievements and successes of students and staff.

Performance Objective 2: In 2023-24, Roberts will celebrate student success through campus-wide celebrations.

Evaluation Data Sources: Number of students receiving positive recognition- will use whatever program it is tied to.

Strategy 1 Details	Reviews			
<p>Strategy 1: Positive reinforcement will be provided through incentives for PBIS. Strategy's Expected Result/Impact: Many students will receive incentives Staff Responsible for Monitoring: PBIS Committee, Counselor</p> <p>Title I: 2.6 Problem Statements: Demographics 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Roberts will provide positive academic recognition through award ceremonies, ST Math celebrations, Reading Team celebrations, etc. Strategy's Expected Result/Impact: Many students will attend celebrations Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4 Problem Statements: Demographics 2, 3 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 2: Severe discipline issues have increased within the k-2 age group. Root Cause: Lack of effective consequences available, lack in staffing to support behavior, home support, and lack of social skills.</p>
<p>Problem Statement 3: Student attendance rates are not at goal of 96%. Root Cause: More parent education before hand, and consequences are needed for breaking attendance laws.</p>
Perceptions
<p>Problem Statement 2: Some surveys indicated not enough communication. Root Cause: Some parents decline schoolmessenger contact, and we need a campus streamlined communication system from the classrooms (for ex: dojo).</p>

Goal 3: BISD will promote, communicate and market the accomplishments, achievements and successes of students and staff.

Performance Objective 3: In 2023-24, family/community academic engagement will increase by 5%.

Evaluation Data Sources: Sign-in for volunteers, PTO mtgs, etc, family engagement activity invitations

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer at least 2 family engagement activities and provide information and resources throughout the school year. Strategy's Expected Result/Impact: Family participation will increase. Staff Responsible for Monitoring: Admin, grade levels</p> <p>Title I: 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Perceptions 1 Funding Sources: Family Engagement Supplies - 211 - Title I, Part A Parent & Family Engagement - \$969, Family Night Sky Dome - 211 - Title I, Part A Parent & Family Engagement - \$1,095</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain number of volunteers with a goal of 5% of enrollment. Strategy's Expected Result/Impact: Have at least 25-50 volunteers through FUMC, PALS, PTO, Mentors Staff Responsible for Monitoring: Admin</p> <p>Title I: 4.1 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Parents will participate in the development of, and copies will be made available.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: O.M. Roberts will conduct, with parents and family members, an annual evaluation of the Parent and Family Engagement Policy.</p> <p>Strategy's Expected Result/Impact: Parents will participate in evaluating the policy.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Parents will help develop and receive the compact.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Demographics 2, 3 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: Severe discipline issues have increased within the k-2 age group. **Root Cause:** Lack of effective consequences available, lack in staffing to support behavior, home support, and lack of social skills.

Problem Statement 3: Student attendance rates are not at goal of 96%. **Root Cause:** More parent education before hand, and consequences are needed for breaking attendance laws.

Perceptions

Problem Statement 1: Surveys stated some parents want more volunteer opportunities. **Root Cause:** They do not want to participate in PTO or educational volunteering, and that is how most opportunities are published, and the focus of most opportunities. Many staff members are leary to let more parents into classrooms due to their abusive/aggressive/non-supporting behavior and comments.

Problem Statement 2: Some surveys indicated not enough communication. **Root Cause:** Some parents decline schoolmessenger contact, and we need a campus streamlined communication system from the classrooms (for ex: dojo).





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 2023-24, Roberts will provide necessary funding for instructional resources and programming for teachers and staff.

High Priority

Evaluation Data Sources: Purchase Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will utilize federal funds to supply aligned instruction materials, including online resources, services and presentations represented in goals 1 and 2, that will be utilized by teachers and staff in all subject areas (ELA, Math, Science, Social Studies, Special Education, and other Special Areas).</p> <p>Strategy's Expected Result/Impact: Use of instructional resources will increase student achievement.</p> <p>Staff Responsible for Monitoring: Admin, PLC Teams</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: Funding for online programs/platforms - 211 - Title I, Part A - \$22,350, Mobile Ed Productions- - 211 - Title I, Part A - \$2,790</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of staff will receive needed general materials.</p> <p>Strategy's Expected Result/Impact: General material needs will be met.</p> <p>Staff Responsible for Monitoring: Admin, Principal's secretary</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will utilize state and federal funds to provide extra duty pay for staff when providing tutoring and/or Saturday or summer academy instruction as identified in Goal one.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: admin, teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2</p> <p>Funding Sources: Tutoring k-4, including Saturday camps - 211 - Title I, Part A - \$9,026</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: T3 and Sped students are not performing as well on reading and math assessments, specifically 3rd math & ela T3 & sped students. Root Cause: Student attendance, behaviors, accommodation implementation, small group instruction lacking</p>
<p>Problem Statement 2: Instructional gaps seen in students going from 3rd to 4th grade. Root Cause: Student attendance, behaviors, small group instruction lacking</p>
School Processes & Programs
<p>Problem Statement 1: We have an increase in sped students, and a increase in the gap between sped and all students on assessments. Root Cause: Sped referrals have increased, more students have moved in with a sped diagnosis or in the process of being tested. We also need to monitor the number of sped students in a classroom, and accommodation implementation.</p>
<p>Problem Statement 2: We have some students who are ESL and T3 or Sped, and scheduling doesn't always line up as needed. Root Cause: We implemented ESL push-in, but with a change in staffing, ESL will be incorporated into the intervention schedule.</p>

Goal 5: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 1: In 2023-24 Roberts will ensure staff is 100% highly effective and trained in appropriate instructional practice.

High Priority

Evaluation Data Sources: Professional Development Agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will utilize state and federal funds for identified staff to receive professional development in identified instructional strategies. Goal is two sessions aligned with need.</p> <p>Strategy's Expected Result/Impact: Staff will attend, provide, and implement staff development throughout the school year.</p> <p>Staff Responsible for Monitoring: Admin, PLC Teams</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2</p> <p>Funding Sources: Professional Development - 282-ESSER III</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: T3 and Sped students are not performing as well on reading and math assessments, specifically 3rd math & ela T3 & sped students. Root Cause: Student attendance, behaviors, accommodation implementation, small group instruction lacking</p>
<p>Problem Statement 2: Instructional gaps seen in students going from 3rd to 4th grade. Root Cause: Student attendance, behaviors, small group instruction lacking</p>
School Processes & Programs
<p>Problem Statement 1: We have an increase in sped students, and a increase in the gap between sped and all students on assessments. Root Cause: Sped referrals have increased, more students have moved in with a sped diagnosis or in the process of being tested. We also need to monitor the number of sped students in a classroom, and accommodation implementation.</p>
<p>Problem Statement 2: We have some students who are ESL and T3 or Sped, and scheduling doesn't always line up as needed. Root Cause: We implemented ESL push-in, but with a change in staffing, ESL will be incorporated into the intervention schedule.</p>

Goal 5: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 2: In 2023-2024, the campus will utilize state and federal funds to support areas in goals one and two.

Evaluation Data Sources: Staff Development, Staff hired to support learning

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will utilize state and federal fund to hire interventionists, intervention paraprofessionals, and class size reduction teachers.</p> <p>Strategy's Expected Result/Impact: Grow students by one year by providing interventions to T3 students and students identified in HB 4545.</p> <p>Staff Responsible for Monitoring: Admin, Intervention</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: Interventionist-Mary Heckendorn - Local 30-State Comp Ed Personnel - \$70,000, Interventionists-Melissa Kesler - 211 - Title I, Part A - \$70,000, RTI Teacher- Rachel King - 211 - Title I, Part A - \$70,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: T3 and Sped students are not performing as well on reading and math assessments, specifically 3rd math & ela T3 & sped students. Root Cause: Student attendance, behaviors, accommodation implementation, small group instruction lacking</p>
<p>Problem Statement 2: Instructional gaps seen in students going from 3rd to 4th grade. Root Cause: Student attendance, behaviors, small group instruction lacking</p>
School Processes & Programs
<p>Problem Statement 2: We have some students who are ESL and T3 or Sped, and scheduling doesn't always line up as needed. Root Cause: We implemented ESL push-in, but with a change in staffing, ESL will be incorporated into the intervention schedule.</p>

State Compensatory

Budget for O.M. Roberts Elementary

Total SCE Funds: \$91,136.00

Total FTEs Funded by SCE: 0.8

Brief Description of SCE Services and/or Programs

Interventionist position is funded, funds allocated for extra duty pay for tutorials, and Summer School Now is funded using SCE allocations.

Personnel for O.M. Roberts Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Mary Heckendorn	Interventionist	0.8

Title I

1.1: Comprehensive Needs Assessment

O.M. Roberts team met on April 20th, May 5th, May 15th, and May 26th, 2023 to work on, review, and complete our Campus Needs Assessment. On April 20th, we reviewed the process in which to conduct the CNA. Data was distributed: surveys, demographic reports, attendance data, assessment data (to date), and SWOT Analysis areas were assigned. Each group worked with a team, and turned in their analysis for review on May 15th. On May 15th, analysis was reviewed and a program evaluation was conducted. We also received our preliminary budget requests on May 5th, along with our Title 1 PFE Compact & Policy on May 26th. On May 26th, part of the team met to review final problem statements and root causes. We made sure to address our preliminary STAAR scores/zones, and the increase in behavior concerns moving into the next school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CEIC met on two different dates to review the needs assessment and review the plan. Using the results, from the first meeting, the draft plan was written. The draft plan was shared with the CEIC in June and finalized over the summer.

2.2: Regular monitoring and revision

The CEIC will meet in November, February, and April to conduct formative reviews of the plan, and again in June to conduct the summative review.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan will be made available to parents and the community in Spanish and English in the front office for review, hard copies upon request and it will be posted on the campus' and district's websites. The Principal will notify parents and the community of it's availability through traditional campus communication.

2.4: Opportunities for all children to meet State standards

Goal	Performance Objective	Strategy	Description
1	1	1	Grade level PLCs will collaborate and review data to identify instructional needs, gaps, and best instructional strategies.
1	1	5	Utilize a variety of instructional materials and supplies to include online resources: Education Galaxy, IXL, SeeSaw, Raz Kids, IStation, etc.

Goal	Performance Objective	Strategy	Description
1	2	1	Grade level PLCs will collaborate and review data to identify instructional needs, gaps, and best instructional strategies.
1	2	3	Utilize a variety of instructional materials and supplies to include online resources: Education Galaxy, IXL, SeeSaw, Raz Kids, IStation, etc.
3	2	2	Roberts will provide positive academic recognition through award ceremonies, ST Math celebrations, Reading Team celebrations, etc.
4	1	1	Campus will utilize federal funds to supply aligned instruction materials, including online resources, services and presentations represented in goals 1 and 2, that will be utilized by teachers and staff in all subject areas (ELA, Math, Science, Social Studies, Special Education, and other Special Areas).
4	1	2	100% of staff will receive needed general materials.
5	1	1	Campus will utilize state and federal funds for identified staff to receive professional development in identified instructional strategies. Goal is two sessions aligned with need.

2.5: Increased learning time and well-rounded education

Goal	Performance Objective	Strategy	Description
1	1	1	Grade level PLCs will collaborate and review data to identify instructional needs, gaps, and best instructional strategies.
1	1	2	Targeted students will receive tutoring for math, reading & writing.
1	1	3	Provide targeted interventions to Tier 3 students and students who did not approach on STAAR Reading or Math through small group instruction.
1	1	4	100% of students will utilize the campus AR program in grades 1st-4th (kinder as appropriate) to increase fluency, comprehension, and vocabulary.
1	1	6	Provide identified students expanded learning opportunities in an extended school year through June 2024. 10% of enrolled student listing participation goal.
1	2	1	Grade level PLCs will collaborate and review data to identify instructional needs, gaps, and best instructional strategies.
1	2	2	Targeted students will receive tutoring for math, reading & writing.

Goal	Performance Objective	Strategy	Description
1	2	4	Provide identified students expanded learning opportunities in an extended school year through June 2024. 10% of enrolled student listing participation goal.
4	1	1	Campus will utilize federal funds to supply aligned instruction materials, including online resources, services and presentations represented in goals 1 and 2, that will be utilized by teachers and staff in all subject areas (ELA, Math, Science, Social Studies, Special Education, and other Special Areas).
4	1	3	Campus will utilize state and federal funds to provide extra duty pay for staff when providing tutoring and/or Saturday or summer academy instruction as identified in Goal one.
5	2	1	Campus will utilize state and federal fund to hire interventionists, intervention paraprofessionals, and class size reduction teachers.

2.6: Address needs of all students, particularly at-risk

Goal	Performance Objective	Strategy	Description
1	1	1	Grade level PLCs will collaborate and review data to identify instructional needs, gaps, and best instructional strategies.
1	1	3	Provide targeted interventions to Tier 3 students and students who did not approach on STAAR Reading or Math through small group instruction.
1	2	1	Grade level PLCs will collaborate and review data to identify instructional needs, gaps, and best instructional strategies.
1	2	2	Targeted students will receive tutoring for math, reading & writing.
2	1	1	Conduct and review crisis drill notes/plans quarterly to ensure procedures are effective and staff and students are prepared.
2	2	1	100% of staff will be trained in use of motivational strategies, positive behavior tools, anti-bullying and violence prevention and intervention.
2	2	2	Implement PBIS weekly procedure focus.
2	2	3	Counselor will conduct small group sessions (minimum 2 times per month), and whole group character lessons (100% of students).
2	3	1	Incentives will be provided each 9 weeks for students with excellent attendance.

Goal	Performance Objective	Strategy	Description
2	3	2	Quarterly parent/school collaboration will take place for students with excessive absences and/or tardies to develop a plan.
2	4	1	PE teacher and nurse will provide opportunities for community partners to work/present to students (health, hygiene, physical activity, and safety) at minimum 2 presentations.
2	4	2	Students will be given the opportunity to participate in rigorous physical activity daily through PE or recess.
3	2	1	Positive reinforcement will be provided through incentives for PBIS.
4	1	1	Campus will utilize federal funds to supply aligned instruction materials, including online resources, services and presentations represented in goals 1 and 2, that will be utilized by teachers and staff in all subject areas (ELA, Math, Science, Social Studies, Special Education, and other Special Areas).
4	1	3	Campus will utilize state and federal funds to provide extra duty pay for staff when providing tutoring and/or Saturday or summer academy instruction as identified in Goal one.
5	2	1	Campus will utilize state and federal fund to hire interventionists, intervention paraprofessionals, and class size reduction teachers.

3.1: Annually evaluate the schoolwide plan

The schoolwide plan is evaluated in June following the receipt of state testing data and using a campus leadership team consisting of campus administrators and grade level heads. The results are recorded in the summative evaluation sections of the formative/summative review tab in the plan and published as part of the final evaluated plan.

4.1: Develop and distribute Parent and Family Engagement Policy

Goal	Performance Objective	Strategy	Description
3	1	1	Staff will utilize the Roberts social media accounts to share student and staff accomplishments at minimum 3 times per month. (Facebook, Twitter)
3	1	2	Share student and staff accomplishments on announcements & newsletters weekly.
3	3	2	Maintain number of volunteers with a goal of 5% of enrollment.
3	3	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.

Goal	Performance Objective	Strategy	Description
3	3	4	O.M. Roberts will conduct, with parents and family members, an annual evaluation of the Parent and Family Engagement Policy.
3	3	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.

4.2: Offer flexible number of parent involvement meetings

Goal	Performance Objective	Strategy	Description
3	3	1	Offer at least 2 family engagement activities and provide information and resources throughout the school year.
3	3	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.

5.1: Determine which students will be served by following local policy

Students served through Special Education, the Language Acquisition Program and through Gifted and Talented Education are identified and serviced following all legal and local policies from the EHB series related to those special programs, and guided by administrative regulations associated with those policies.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Melissa Kesler	Interventionist	O.M. Roberts	1
Rachel King	Interventionist	O.M. Roberts	1.0

Campus Funding Summary

SCE 199- Summer School/Summer School NOW (HB 4545)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,200.00
+/- Difference					\$4,200.00
Local 30-State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutorials		\$16,936.00
Sub-Total					\$16,936.00
Budgeted Fund Source Amount					\$16,936.00
+/- Difference					\$0.00
Local 30-State Comp Ed Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Interventionist-Mary Heckendorn		\$70,000.00
Sub-Total					\$70,000.00
Budgeted Fund Source Amount					\$70,000.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Mobile Ed Productions-		\$2,790.00
4	1	1	Funding for online programs/platforms		\$22,350.00
4	1	3	Tutoring k-4, including Saturday camps		\$9,026.00
5	2	1	RTI Teacher- Rachel King		\$70,000.00
5	2	1	Interventionists- Melissa Kesler		\$70,000.00
Sub-Total					\$174,166.00
Budgeted Fund Source Amount					\$174,166.00
+/- Difference					\$0.00

211 - Title I, Part A Parent & Family Engagement

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	Family Engagement Supplies		\$969.00
3	3	1	Family Night Sky Dome		\$1,095.00
Sub-Total					\$2,064.00
Budgeted Fund Source Amount					\$2,064.00
+/- Difference					\$0.00
Grand Total Budgeted					\$267,366.00
Grand Total Spent					\$263,166.00
+/- Difference					\$4,200.00