

Katy Independent School District
McRoberts Elementary
2018-2019 Campus Improvement Plan

Mission Statement

To promote a **P**ositive and **M**otivating environment for **E**veryone.

Vision

McRoberts Elementary School is a nurturing, safe and professional environment that supports the educational success and of all students. Instruction is purposeful, engaging, and curriculum. based, with a focus on student achievement. All McRoberts staff will be reliable, highly qualified and caring individuals who are knowledgeable on the instructional needs of each student. Parents will be positive, supporting members of the school community.

Students will be respectful, self-disciplined, productive individuals who always strive to do their best.

Comprehensive Needs Assessment

Revised/Approved: May 15, 2015

Demographics

Demographics Summary

Here at McRoberts we have a variety of stakeholders involved in our campus. From business owners to devoted parents our doors are open to and used by everyone. Accordingly, everyone is included in our decision making processes. As for our student body it is very diverse. We are comprised of different backgrounds, cultures, socioeconomic levels, and racial make ups. This is what makes our campus unique. Our students are able to learn from other parents with different backgrounds. We feel like this represents the "real world". We teach our students how to get relate to everyone they come in contact with. It is imperative that our students are not just of the community, not just of Texas, but of the World. Listed below is the demographic makeup of our campus.

American Indian 5 students (0.5%)

Asian 34 students (3.5%)

Pacific Islander 0 students (0.0%)

Two or More Races 13 students (2.8%)

Economically Disadvantaged 519 students (61.8%)

Non-Educationally Disadvantaged 286 students (38.2%)

English Language Learners (ELL) 356 students (44.4%)

Students w/ Disciplinary Placements 0 students(0.0%)

At-Risk 510 students (63.9%)

Mobility 76 students (13%)

Students with disabilities (105)

Demographics Strengths

We have a very diverse population

Very proportionate distribution by grades

Percentage of students served in special populations is not proportionately high

Percentage of students that are economically disadvantaged is consistent with other school with similar demographics

Student Academic Achievement

Student Academic Achievement Summary

Our STAAR scores have decreased in Reading, Math, Science, Reading and Writing from 2017-2018. There are several reasons that contribute to this decrease. Right now on our campus we are in a rebuilding phase with new teachers new instructional coaches and new administrators. Our largest drop was in Writing this past year. Our scores dropped 10%.

Student Academic Achievement Strengths

We are still above the State Average in Reading , Math and Science. Accordingly we are in line with our comparison group in the district.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Campus wide we struggled this year academically across the board. Our passing rate for Writing and Science are 68 and 82 percent respectively. Accordingly, our Reading and Math passing rates were 83 and 90%. It is imperative that these scores rise. **Root Cause:** Our campus had 2 new instructional coaches as well as a new Administrative team. New researched based structures and Professional Development are necessary to bring up our scores.

School Processes & Programs

School Processes & Programs Summary

As a campus McRoberts has qualified staff. The goal is to make sure our teachers are in a position to be successful. This will be done by:

- Making sure teachers are teaching in a subject area that they are knowledgeable in
- Providing meaningful professional development for all teachers
- Attending at least 2 Job fairs per year
- We have a C4 committee (Campus, Culture and Climate Committee)
- Having staff members serve as part of the Campus Advisory Team
- Campus based Staff Climate Survey

School Processes & Programs Strengths

Our staff consistently hones its skills and searches for opportunities for improvement. Professional Development is a big part of what we do here on McRobert's campus. Our teacher turn over rate was one of the lowest in our comparison group in Katy ISD. This shows that our staff is cohesive and works to get better.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Professional Development is necessary for our staff to meet the needs of such a diverse demographic. Accordingly technology is needed to compensate for our economically disadvantaged students needs. **Root Cause:** Professional Development on the latest school wide programs will help our staff to teach more efficiently and effectively, therefore reducing teacher burnout, increasing student productivity, and building campus culture.

Perceptions

Perceptions Summary

Our core belief here at McRoberts Elementary is Providing a Positive Motivating Environment for Everyone. This sums up our campus. Each and every child can and will achieve. We have a Campus, Culture and Climate Committee that was formed to promote and ensure that our mission is carried out.

The students, faculty, staff, parents, and community members at McRoberts form a partnership committed to embracing diversity and creating an environment where children are safe, nurtured, and empowered to reach their full potential as productive members of our community. Students understand their responsibility in the learning process and go beyond the acquisition of basic skills to achieve a genuine love of learning. High expectations for learning and performance are critical to motivate and challenge students to be the best they can be. Preparation for secondary school success begins here, at PME!

Good readers succeed in school and in life! Reading development is promoted throughout the instructional day through focused classroom activities, school-wide reading incentive programs, intervention programs that provide assistance for students whose skills need improvement, and homework structures provided by parents. Math skills are equally important to be successful in school and in life. Math progress gets a boost through software, daily practice, and assessment, innovative teaching strategies, before or after school assistance, and homework structures provided by parents.

Evidence of student success is celebrated and displayed throughout the school. Learning, good citizenship, and leadership examples are celebrated on hallway bulletin boards, morning announcements, and in the classroom. Parents consistently communicate with teachers regarding learning objectives and are expected to play a vital role in their child's achievement.

Additionally, students take home a communication folder containing student work and community notices of interest to parents. Discipline charts are sent home daily to encourage timely discussion between children and parents concerning behavior expectations. Together, parents and teachers can be vigilant in the quest to guide and teach our students and ensure they are equipped for success in the future.

Our Mission

The Polly Ann McRoberts community is dedicated to facilitating academic excellence throughout our diverse learning population in a secure and nurturing environment.

Perceptions Strengths

Based on our survey. Our community and all stakeholders have positive things to say about McRoberts Elementary. We also have a very low staff turn over which demonstrates that our climate is positive and motivating.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our standardized test scores are not as high as other schools within our district. The perception is that the quality of instruction is not equal to schools with a different demographic. **Root Cause:** Based on our demographic, our campus does require certain resources that to make sure that our students have the same opportunities as schools with a different demographic makeup.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- 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
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: July 24, 2017





Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: Increase the use of the most effective research based instructional materials by used by students and teachers by adding at least one new resource per grade level.

Evaluation Data Source(s) 1: 6/1/18

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Utilize rigorous instructional materials to challenge students in all content areas.		Rahsan Smith-Principal	Increase in student performance on local and state assessments.				
Problem Statements: Student Achievement 2 Funding Sources: 211 - Title I Part A - 5000.00							
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 2) Utilize technology to engage students and make curriculum accessible.		Ms. Mohammed Ms. Jacobs	Increase in student performance on local and state assessments				
Problem Statements: Student Achievement 1, 2 Funding Sources: 211 - Title I Part A - 13000.00							
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 3) Provide highly effective professional development that increases teacher effectiveness and enhances the school culture.		Mr. Smith-Principal Gloria Ortiz Chloe Jacobs Aaliyah Mohammed	Increase in student performance on local and state assessments. Increase students overall classroom performance.				
Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211 - Title I Part A - 12000.00							

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Utilize Extended Learning Time and Tutorials with targeted instruction from academic support teachers and title 1 teachers daily to close achievement gaps for struggling students and enhance learning for on-level and advanced students.</p>	Mr. Rahsan Smith-AP Richard Turner-AP Ms. Langley-AP Jane Manino-Academic Support Teacher(Team Leader)	Increase in student performance based on intervention tracking through RTI				
	<p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 199 - General Fund - 13000.00, 211 - Title I Part A - 200000.00</p>					
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) Initiate a transition plan (orientation activities) for students going to the next grade. Pre-K visits to kindergarten teachers. K-4 orientation day for students to visit next grade teacher. Parent orientation for Pre-K to K. 5th grade middle school orientation visits.</p>	PK & Kindergarten Teachers PME Team Leaders Cynthia Glover-Counselor	Decrease disciplinary infractions				
	<p>Funding Sources: 199 - General Fund - 200.00</p>					
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>6) Create opportunities for students to participate in field experiences on and off campus to increase exposure to science and the arts.</p>	PME Team Leaders	Students will be able to transfer this opportunity for learning into meaningful knowledge.				
	<p>Problem Statements: Student Achievement 2 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1</p> <p>Funding Sources: 199 - General Fund - 4000.00</p>					
<p>Critical Success Factors CSF 5 CSF 6</p> <p>7) Invite at least one professional speaker to address our students and share their experiences</p>	Ms. Jacobs Ms. Mohammed R.Smith J.Sparks	Increase student learning and achievement.				
	<p>Problem Statements: School Context and Organization 1</p>					
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Our 4th grade writing scores are 7% lower than they were last year. Root Cause 1: Our students need more exposure to writing at earlier grade levels.
Problem Statement 2: Our overall Staar achievement is slightly lower than the district average Root Cause 2: Our students have made positive strides in achievement. Highly effective research based interventions and materials are necessary for further improvement.
School Culture and Climate

Problem Statement 1: There is a need for mentoring and social groups on campus to provide extra support for our demographic of students. **Root Cause 1:** Our students yearn for something to be a part of to better themselves and give back to their community.

Curriculum, Instruction, and Assessment

Problem Statement 1: More of our staff needs training on the resources that are available for use.

Parent and Community Engagement

Problem Statement 1: The number of parents participating in school community events can increase with more promotion and notice about events.

School Context and Organization





Problem Statement 1: Consider scheduling of school programs as to not interfere with instructional minutes.

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: Increase PME STAAR writing scores by 5%

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 7 1) Provide the opportunity for our 3rd and 4th grade teachers to receive Professional Development from Elizabeth Martin, of Two Chics and a Workshop(partner of Becky Koesel)		Instructional Coach Ms. Mohammed. Carole Langley	Provide teachers with useful tools that will result in an overall 5% or more increase in writing scores.				
	Problem Statements: School Processes & Programs 1 - Perceptions 1 Funding Sources: 211 - Title I Part A - 0.00						
Critical Success Factors CSF 1 CSF 4 CSF 7 2) Implement Writer's Workshop school wide. Staff will be trained in the writer's workshop method.		Rahsan Smith Aaliyah Mohammed	Increase Writing scores by at least 5%				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211 - Title I Part A - 0.00						
Critical Success Factors CSF 1 CSF 4 CSF 7 3) Utilize Heinnean Instructional Materials which have been proven to effectively impact reading and writing instruction	2.4, 2.5, 2.6	Aaliyah Mohammed	With the use of these materials and the proper training the impact should raise writng scores 5% to 10% this year.				
	Problem Statements: Demographics 1 - Student Achievement 1 Funding Sources: 211 - Title I Part A - 5319.00						
4) Utilize Up The Ladder 4th Grade Writing Materials		Aaliyah Mohammed	Assist in raising PME's writing scores 5%-10% this year				
	Problem Statements: Demographics 1 - Student Achievement 1, 2 Funding Sources: 211 - Title I Part A - 300.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Our instructional design does not align with our large economically disadvantaged population. **Root Cause 1:** Professional development based on improving instruction geared towards economically disadvantaged students needs to increase

Student Achievement

Problem Statement 1: Our 4th grade writing scores are 7% lower than they were last year. **Root Cause 1:** Our students need more exposure to writing at earlier grade levels.

Problem Statement 2: Our overall Staar achievement is slightly lower than the district average **Root Cause 2:** Our students have made positive strides in achievement. Highly effective research based interventions and materials are necessary for further improvement.

Curriculum, Instruction, and Assessment

Problem Statement 1: More of our staff needs training on the resources that are available for use.

School Processes & Programs

Problem Statement 1: Professional Development is necessary for our staff to meet the needs of such a diverse demographic. Accordingly technology is needed to compensate for our economically disadvantaged students needs. **Root Cause 1:** Professional Development on the latest school wide programs will help our staff to teach more efficiently and effectively, therefore reducing teacher burnout, increasing student productivity, and building campus culture.

Perceptions

Problem Statement 1: Our standardized test scores are not as high as other schools within our district. The perception is that the quality of instruction is not equal to schools with a different demographic. **Root Cause 1:** Based on our demographic, our campus does require certain resources that to make sure that our students have the same opportunities as schools with a different demographic makeup.

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: Provide effective, data based tutorials outside of the regular instructional day

Evaluation Data Source(s) 1: Time sheets, DLA data, STAAR Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 4 1) Provide tutorials to supplement the instructions students receive from their core content teachers.		Rahsan Smith	Increase Instructional time by 1 to 2 hours per week for struggling students.				
Problem Statements: Student Achievement 1 - Student Academic Achievement 1 - Perceptions 1 Funding Sources: 211 - Title I Part A - 20000.00							

Performance Objective 1 Problem Statements:


Student Achievement
Problem Statement 1: Our 4th grade writing scores are 7% lower than they were last year. Root Cause 1: Our students need more exposure to writing at earlier grade levels.
Student Academic Achievement
Problem Statement 1: Campus wide we struggled this year academically across the board. Our passing rate for Writing and Science are 68 and 82 percent respectively. Accordingly, our Reading and Math passing rates were 83 and 90%. It is imperative that these scores rise. Root Cause 1: Our campus had 2 new instructional coaches as well as a new Administrative team. New researched based structures and Professional Development are necessary to bring up our scores.
Perceptions
Problem Statement 1: Our standardized test scores are not as high as other schools within our district. The perception is that the quality of instruction is not equal to schools with a different demographic. Root Cause 1: Based on our demographic, our campus does require certain resources that to make sure that our students have the same opportunities as schools with a different demographic makeup.

Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Research and attend professional developments that will enable our staff to create meaningful assessments that will reflect student depth of knowledge

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) With in the professional development hours that our teachers are required to attend, 5 of those hours will be geared towards building better assessments.			Assessments at McRoberts will be more effective and result in an average 9% academic acheivement increase in all subject areas.				
Problem Statements: Technology 1 - Student Academic Achievement 1 - School Processes & Programs 1							
							

Performance Objective 1 Problem Statements:

Technology
Problem Statement 1: 71% of students have access to laptops at home compared to 92% of student in Katy.
Student Academic Achievement
Problem Statement 1: Campus wide we struggled this year academically across the board. Our passing rate for Writing and Science are 68 and 82 percent respectively. Accordingly, our Reading and Math passing rates were 83 and 90%. It is imperative that these scores rise. Root Cause 1: Our campus had 2 new instructional coaches as well as a new Administrative team. New researched based structures and Professional Development are necessary to bring up our scores.
School Processes & Programs
Problem Statement 1: Professional Development is necessary for our staff to meet the needs of such a diverse demographic. Accordingly technology is needed to compensate for our economically disadvantaged students needs. Root Cause 1: Professional Development on the latest school wide programs will help our staff to teach more efficiently and effectively, therefore reducing teacher burnout, increasing student productivity, and building campus culture.

Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: McRoberts Elementary will ensure that our teachers engage in 20 or more hours of strategic professional development.

Evaluation Data Source(s) 1: Professional Development hours notated in Eduphoria.

Enrollment in professional development opportunities.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Research professional development opportunities that will help our staff address the academic growth of our students.	2.4, 2.5, 2.6, 3.1, 3.2		With these professional development opportunities the expected impact is for our Writing scores to increase 10%, our Reading Scores to increase 8% and our Science scores to increase by 10%.				
The professional developments our teachers will attend will include strategies to Math, Reading, Writing, and Science performance.	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: 211 - Title I Part A - 0.00						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Campus wide we struggled this year academically across the board. Our passing rate for Writing and Science are 68 and 82 percent respectively. Accordingly, our Reading and Math passing rates were 83 and 90%. It is imperative that these scores rise. Root Cause 1: Our campus had 2 new instructional coaches as well as a new Administrative team. New researched based structures and Professional Development are necessary to bring up our scores.
School Processes & Programs
Problem Statement 1: Professional Development is necessary for our staff to meet the needs of such a diverse demographic. Accordingly technology is needed to compensate for our economically disadvantaged students needs. Root Cause 1: Professional Development on the latest school wide programs will help our staff to teach more efficiently and effectively, therefore reducing teacher burnout, increasing student productivity, and building campus culture.

Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Maintain a positive culture that reduces the number of disciplinary referrals by 10% at the end of the school year.

Evaluation Data Source(s) 1: 6/1/18

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 3 CSF 6 1) Effectively utilize CHAMPS campus-wide to structure behaviors.		PME Administration PME Team Leaders	Reduction in office referrals from classroom and cafeteria				
Problem Statements: School Culture and Climate 1							
Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 2) Use True Colors and StrengthsFinder to strengthen school culture and communication practices.		PME Administration PME Team Leaders	Increase in positive ratings on staff surveys				
Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 199 - General Fund - 500.00							
Critical Success Factors CSF 1 CSF 4 CSF 6 3) Utilize the Splash Cash as a Positive Behavior Support for students.		PME Administration	Decrease in office referrals				
Problem Statements: School Culture and Climate 1 Funding Sources: 461 - Campus Activity Fund - 1000.00							

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: There is a need for mentoring and social groups on campus to provide extra support for our demographic of students. Root Cause 1: Our students yearn for something to be a part of to better themselves and give back to their community.
Curriculum, Instruction, and Assessment
Problem Statement 1: More of our staff needs training on the resources that are available for use.

Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Build student capacity from a social aspect.

Evaluation Data Source(s) 2: Student enrollment data such as:

Enrollment in campus initiatives such as

1. Life League
2. Girls First
3. Read Deed Run

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Create opportunities for all stakeholders to become involved in social and student well being activities on campus.	2.6, 3.2	Rahsan Smith Carole Langley Richard Turner	Increase and promote a positive environment for all students on our campus				
Problem Statements: Demographics 1 - School Culture and Climate 1 - Parent and Community Engagement 1 - School Context and Organization 1 Funding Sources: 211 - Title I Part A - 200.00							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our instructional design does not align with our large economically disadvantaged population. Root Cause 1: Professional development based on improving instruction geared towards economically disadvantaged students needs to increase
School Culture and Climate
Problem Statement 1: There is a need for mentoring and social groups on campus to provide extra support for our demographic of students. Root Cause 1: Our students yearn for something to be a part of to better themselves and give back to their community.
Parent and Community Engagement

Problem Statement 1: The number of parents participating in school community events can increase with more promotion and notice about events.

School Context and Organization





Problem Statement 1: Consider scheduling of school programs as to not interfere with instructional minutes.

Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 3: Create more opportunities for parental environment on our campus.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 5 CSF 6 1) Host: 1. Math and ELA Curriculum Nights for Parents 2. STAAR informational Night for Parents 3. Coffee with the Principal 4. Watch Dog Dad Informational							
Problem Statements: School Context and Organization 1							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 3 Problem Statements:

School Context and Organization
Problem Statement 1: Consider scheduling of school programs as to not interfere with instructional minutes.

Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 4: Continue to increase communication to all stake holders by at adding at least 2 methods of communication this year

Evaluation Data Source(s) 4: 6/1/18

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Work to make our marquee functional.		Mr. Rahsan Smith-Principal	Increased Parental involvement and an increase in positive campus culture.				
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1							
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) Increase learning opportunities to engage parents in student learning (Children's Museum, Literacy Numeracy Night, Global Cardboard Challenge, etc)		PME Administration	Parent Surveys				
Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1 Funding Sources: 211 - Title I Part A - 3174.00, 865 - Principal Activity - 75.00							
Critical Success Factors CSF 5 CSF 6 3) Utilize Remind, Monthly Newsletter, and Parentlink to communicate with parents. Including parent call outs, emails, texts, and social media.		Mr. Smith-Principal PME Administration PME Team Leaders	Increased parental involvement and an increase in positive campus culture.				
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1							

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 1: There is a need for mentoring and social groups on campus to provide extra support for our demographic of students. Root Cause 1: Our students yearn for something to be a part of to better themselves and give back to their community.
Parent and Community Engagement
Problem Statement 1: The number of parents participating in school community events can increase with more promotion and notice about events.
School Context and Organization
Problem Statement 1: Consider scheduling of school programs as to not interfere with instructional minutes.

State Compensatory

Budget for McRoberts Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
211-11-6117-800-116-30-804-2116	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$13,000.00
6100 Subtotal:		\$13,000.00
6200 Professional and Contracted Services		
211-61-6299-800-116-30-804-2117	6216 Professional Services - Locally Defined	\$8,000.00
6200 Subtotal:		\$8,000.00
6300 Supplies and Services		
211-11-6399-800-116-30-804-2117	6390 Supplies and Materials - General	\$8,000.00
6300 Subtotal:		\$8,000.00

Personnel for McRoberts Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alba Lozano-Cantu	Teacher	Academic Support	
Jane Mannino	Teacher	Academic Support	1
Juanita Rangel	Teacher	Academic Support	1
Lynn Collins	Teacher	Title I	1
Mayra Guzman	Teacher	Title I	1
Pamela Nutall	Teacher	Academic Support	1
Rebecca Salinas	Teacher	Title I	1
Veronica Guajardo	Teacher	Academic Support	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arie Floyd	Teacher	Title I	1
Lynn Collins	Teacher	Title I	1
Mayra Guzman	Teacher	Title I	1
Rebecca Salinas	Teacher	Title I	1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Tutorial Pay		\$13,000.00
1	1	5	Orientation supplies		\$200.00
1	1	6	Transportation		\$4,000.00
5	1	2	StrengthFinders Assessment Codes		\$500.00
Sub-Total					\$17,700.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials and Resources		\$5,000.00
1	1	2	Ipads and Technology Resources		\$13,000.00
1	1	3	Professional Development Opportunities		\$12,000.00
1	1	4	4 FTE		\$200,000.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3	UNDERSTANDING TEXTS AND READERS (LIST \$36.88) THE LITERACY QUICK GUIDE PROMPTING GUIDES 1&2 (BUNDLE) THE WRITING STRATEGIES BOOK (LIST \$47.50) NOTICE AND NOTE (LIST \$36.88) THE BIG BOOK OF DETAILS \$33.75) UNITS OF STUDY WRITING TRADE BOOK PACK K UNITS OF STUDY WRITING TRADE BOOK PACK 1 UNITS OF STUDY WRITING TRADE BOOK PACK 2 UNITS OF STUDY WRITING TRADE BOOK PACK 3 UNITS OF STUDY WRITING TRADE BOOK PACK 4 UNITS OF STUDY WRITING TRADE BOOK PACK 5 UNITS OF STUDY READING TRADE BOOK PACK K UNITS OF STUDY READING TRADE BOOK PACK 1 UNITS OF STUDY READING TRADE BOOK PACK 2 UNITS OF STUDY READING TRADE BOOK PACK 3 UNITS OF STUDY READING TRADE BOOK PACK 4 UNITS OF STUDY READING TRADE BOOK PACK 5		\$5,319.00

1	2	4	Up the Ladder-Accessing Grades 3–6 Writing Units of Study		\$300.00
2	1	1			\$20,000.00
4	1	1			\$0.00
5	2	1			\$200.00
5	4	2	Children's Musuem, Food		\$3,174.00
Sub-Total					\$258,993.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3	Dolphin Dollars Incentives		\$1,000.00
Sub-Total					\$1,000.00
865 - Principal Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	4	2	Watch Dog Dads Pizza Night		\$75.00
Sub-Total					\$75.00
Grand Total					\$277,768.00

Addendums

McRoberts Elementary School's Mission Statement

Vision: Promoting a positive Motivating Environment for everyone.

Mission:

The students, faculty, staff, parents, and community members of McRoberts Elementary School form a partnership committed to creating an environment where children are safe, nurtured, and empowered to reach their full potential as productive members of society. Students surpass the acquisition of basic skills to achieve a life-long love of learning: students understand their responsibility in the learning process and actively participate. Faculty and staff establish high expectations to motivate and challenge the students while maintaining an atmosphere of respect, support, and enthusiasm. The McRoberts community is united in this vision to promote mutual respect for and support of our diverse roles in the educational process.

Mascot: Dolphin

Dolphin Creed

I WILL:

Do my very best.

Only act in a very respectful manner.

Learn in a safe environment.

Perform to the best of my abilities.

Help myself and others to achieve success.

Never say I can't.

School colors:

Blue

White

Gray

TEXAS EDUCATION AGENCY

2017 Accountability Summary

MCROBERTS EL (101914116) - KATY ISD

Accountability Rating

Met Standard

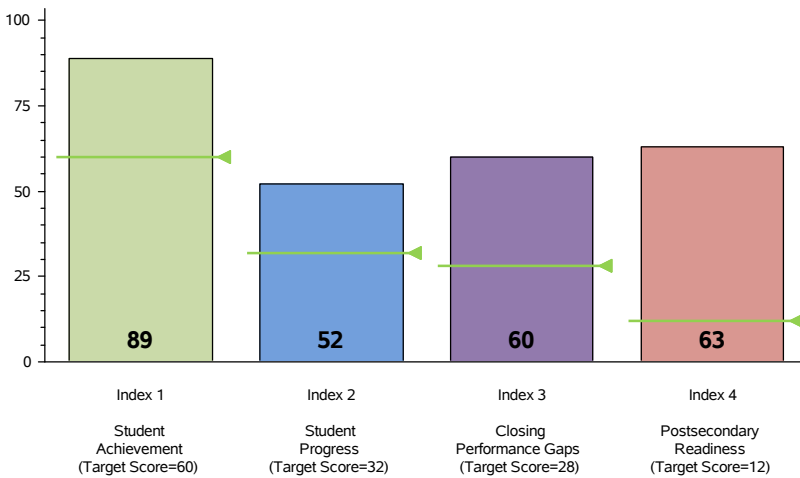
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation



Academic Achievement in ELA/Reading
DISTINCTION EARNED
Academic Achievement in Mathematics
DISTINCTION EARNED
Academic Achievement in Science
DISTINCTION EARNED
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
DISTINCTION EARNED
Postsecondary Readiness
DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	747 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	61.8
Percent English Language Learners	44.4
Mobility Rate	9.4
Percent Served by Special Education	14.1
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	749	837	89
2 - Student Progress	627	1,200	52
3 - Closing Performance Gaps	1,207	2,000	60
4 - Postsecondary Readiness			
STAAR Score	62.8		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		63

System Safeguards

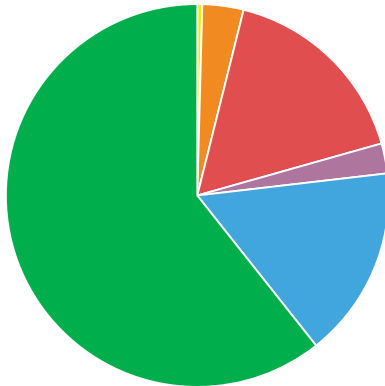
Number and Percentage of Indicators Met

Performance Rates	22 out of 22 = 100%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
Total	36 out of 36 = 100%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

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Student Profile



Student Statistics

Total Enrollment	747
At-Risk	63.86%
Low Income	61.58%
Limited English Proficient	44.44%
Special Education	14.46%
Career Technology Educat..	0.00%
Bilingual	33.33%
ESL	10.31%
Gifted/Talented	1.47%
Title I	100.00%
Attendance Rate	96.26%

Race/Ethnicity	#	%
White	121	16.20%
Hispanic	453	60.64%
Asian	26	3.48%
Black/African American	125	16.73%
Two or More Races	19	2.54%
Am Indian/Alaskan Native	3	0.40%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.