

Katy Independent School District
McRoberts Elementary
2019-2020 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.

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Comprehensive Needs Assessment

Needs Assessment Overview

- Mobility Rate
- Instruction
- Professional Development
- Demographics
- Parental Involvement

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 (0.3%)

Asian students (3.5%)

Pacific Islander students (0.0%)

Two or More Races students (1.8%)

Economically Disadvantaged students (61.2%)

Non-Educationally Disadvantaged students (38.8%)

English Language Learners (ELL) students (44.4%)

Students w/ Disciplinary Placements 0 students(0.0%)

At-Risk students (61.1%)

Mobility 76 students (13.1%)

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: There are achievement gaps in some of our subpopulations, on various assessment data. **Root Cause:** Professional development on how to reach each student on an individual level, so that they can gain an understanding of each standard, and help each student to grow as an individual.

Problem Statement 2: Academic progress among African-American males is lower than other subpopulations **Root Cause:** Non-relatable literacy & activities geared towards varied interests

Student Academic Achievement

Student Academic Achievement Summary

Academically our students are competitive in their comparison groups. Our Science scores are comparatively higher than the district average, 3 times higher. However we do score slightly lower than the district average in Reading and Math. Our writing scores are lower than the district average by over double. For the 2019-2020 school year we want to place a larger emphasis on targeting our special populations. If we do this as well as providing interventions to our general population our overall scores should increase. We have a high ESL and bilingual population on our campus as well. We plan on targeting these groups with specialized intervention as well. Accordingly, we are continuing to build up our RTI program and supports. We have restructured our RTI program to be more targeted to our tier II and tier III students.

32%	27%	9%	34%	34%	40%	20%	39%
22%	22%	28%	30%	30%	23%	32%	28%
30%	32%	32%	23%	23%	26%	29%	21%
16%	18%	35%	35%	14%	11%	19%	13%
Reading	Math	Writing	Science	Reading	Math	Writing	Science

McRoberts Elementary District Scores

Bilingual Scores

36%	35%	11%	26%	29%	29%	11%	23%
20%	22%	22%	22%	24%	23%	31%	30%
32%	32%	32%	26%	30%	33%	32%	28%
12%	11%	35%	26%	17%	15%	26%	20%
Reading	Math	Writing	Science	Reading	Math	Writing	Science

McRoberts Elementary District Scores

Student Academic Achievement Strengths

Academically, our strengths are in our ELA scores. our ELA scores were at 84% passing rate for all state testing. Out of that 84%, 30% Approached Grade Level, 22% met grade level, and 32% Mastered Grade Level.

Our Science scores were our greatest strength for the 2018-2019 school year. Our Science scores were at an 86% passing rate. Out of that 86% , 23% were at approaches grade level, 30% were at meets grade level, 39% were at masters grade level. The district passing rate was 87%.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Small Group Instruction can be increased to meet the needs of our students to be able to increase growth. **Root Cause:** Determining what types of small group instruction suit the needs of the individual students in the classroom has been a mind shift for certain teachers

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.

Problem Statement 2: Documentation of progress monitoring for RTI by teachers needs to be more individualized **Root Cause:** RTI constantly changes with the needs of our students and teachers must continue to grow professionally to keep up with student needs

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. Our parents are very confident in our ability to provide a secure environment for their

children to learn and grow.

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.

Priority Problem Statements

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 1 Areas: Student Achievement

Problem Statement 2: More of our staff needs training on the resources that are available for use.

Root Cause 2:

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: Our instructional design does not align with our large economically disadvantaged population.

Root Cause 3: Professional development based on improving instruction geared towards economically disadvantaged students needs to increase

Problem Statement 3 Areas: Demographics

Problem Statement 4: There is a need for mentoring and social groups on campus to provide extra support for our demographic of students.

Root Cause 4: Our students yearn for something to be a part of to better themselves and give back to their community.

Problem Statement 4 Areas: District Culture and Climate

Problem Statement 5: Consider scheduling of school programs as to not interfere with instructional minutes.

Root Cause 5:

Problem Statement 5 Areas: District Context and Organization

Problem Statement 6: 71% of students have access to laptops at home compared to 92% of student in Katy.

Root Cause 6:

Problem Statement 6 Areas: Technology

Problem Statement 7: The number of parents participating in school community events can increase with more promotion and notice about events.

Root Cause 7:

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: Our overall Staar achievement is slightly lower than the district average

Root Cause 8: Our students have made positive strides in achievement. Highly effective research based interventions and materials are necessary for further improvement.

Problem Statement 8 Areas: Student Achievement

Problem Statement 10: 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 10: 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.

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: 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 11: 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.

Problem Statement 11 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 Performance Objectives Summative Review from previous year
- 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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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

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 used by students and teachers by adding at least one new resource per grade level.

Evaluation Data Source(s) 1: Title I records
 STAAR scores
 Teacher input
 IC input

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math 1) Utilize rigorous instructional materials to challenge students in all content areas.	2.4, 2.5, 2.6	Aaliya Mohammed- Instructional Coach Chloe Jacobs- Instructional Coach	Increase in student performance on local and state assessments.				
	Problem Statements: School Processes & Programs 1 - Perceptions 1 Funding Sources: 211 - Title I Part A - 23150.00						
TEA Priorities Build a foundation of reading and math Connect high school to career and college 2) Utilize technology to engage students and make curriculum accessible.		Instructional Coaches	Increase in student performance on local and state assessments by a minimum of 5% on each subject area. 4th grade Writing an Math we would like to increase by 10% points.				
	Problem Statements: Perceptions 1 Funding Sources: 211 - Title I Part A - 15000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>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.</p>

Perceptions
<p>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.</p>

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

Performance Objective 2: Increase PME STAAR Writing, Science and Math 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
TEA Priorities Recruit, support, retain teachers and principals 1) Provide the opportunity for our 3rd and 4th grade teachers to receive at least 2 Professional Development opportunities through out the 2019-2020 school year.		Instructional Coaches Assistant Principal	Provide teachers with useful tools that will result in an overall 5% or more increase in writing scores.				
	Problem Statements: Demographics 1 - Student Achievement 1 Funding Sources: 211 - Title I Part A - 1500.00						
2) Implement Writer's Workshop school wide. Staff will be trained in the writer's workshop method.		Principal ELA Instructional Coach	Increase Writing scores by at least 5%				
	Problem Statements: Student Achievement 1 Funding Sources: 211 - Title I Part A - 0.00						
3) Utilize Heinnean Instructional Materials which have been proven to effectively impact reading and writing instruction	2.4, 2.5, 2.6	Ms. Mohammed	With the use of these materials and the proper training the impact should raise writing scores 5% to 10% this year.				
	Problem Statements: Student Achievement 1 Funding Sources: 211 - Title I Part A - 6000.00						
4) Create opportunities for students to participate in field experiences on and off campus to increase exposure to science and the arts.	2.4, 2.5	Rahsan Smith	Students will be able to transfer this opportunity for learning into meaningful knowledge.				
	Problem Statements: Demographics 1 Funding Sources: 199 - General Fund - 4000.00						

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

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.

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
TEA Priorities Build a foundation of reading and math 1) Provide tutorials to supplement the instructions students receive from their core content teachers.		Principal	Increase Instructional time by 1 to 2 hours per week for struggling students.				
	Funding Sources: 211 - Title I Part A - 12151.00						
2) Hire tutors to supplement classroom instruction. These tutors will be used strategically to target our sub populations and increase their growth.		Instructional Coordinator	Overall growth amongst our lowest sub-pops including our SPED group and our African American Males				
	Problem Statements: Perceptions 1 Funding Sources: 211 - Title I Part A - 15000.00						
3) 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.	2.5	Mr. Rahsan Smith-AP Ms. Manino-Academic Support Teacher(Team Leader)	Increase in student performance based on intervention tracking through RTI				
	Funding Sources: 199 - General Fund - 13000.00, 211 - Title I Part A - 199320.00						
<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 1 Problem Statements:

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 development that will enable our staff to create meaningful assessments that reflect student depth of knowledge.

Evaluation Data Source(s) 1: Curriculum and Instruction Dept.
Region 4

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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.	2.6	Principal Assistant Principal	Assessments at McRoberts will be more effective and result in an average 9% academic acheivement increase in all subject areas.				
Problem Statements: Demographics 1 - Student Achievement 1							

Performance Objective 1 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 econoically 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.

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. The professional developments our teachers will attend will include strategies to Math, Reading, Writing, and Science performance.	2.4, 2.5, 2.6, 3.1, 3.2	Instructional Coordinators	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%.				
Problem Statements: Demographics 1 Funding Sources: 211 - Title I Part A - 5000.00							
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Provide highly effective professional development that increases teacher effectiveness and enhances the school culture.	2.4	Principal	Increase in student performance on local and state assessments. Increase students overall classroom performance.				
Problem Statements: Perceptions 1 Funding Sources: 211 - Title I Part A - 12000.00							

Performance Objective 1 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

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 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: Eschool discipline files
PME discipline records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Effectively utilize CHAMPS campus-wide to structure behaviors.	2.5, 2.6	Rahsan Smith	Reduction in office referrals from classroom and cafeteria				
Problem Statements: Demographics 1 - School Culture and Climate 1 - Perceptions 1							
TEA Priorities Recruit, support, retain teachers and principals		Rahsan Smith	Increase in positive ratings on staff surveys				
2) Use True Colors and StrengthsFinder to strengthen school culture and communication practices.	Problem Statements: Curriculum, Instruction, and Assessment 1 - School Processes & Programs 1 Funding Sources: 199 - General Fund - 500.00						
3) Utilize the Splash Cash as a Positive Behavior Support for students.	2.6	Principal Assistant Principal	Decrease in office referrals				
Problem Statements: School Context and Organization 1 - School Processes & Programs 1 Funding Sources: 461 - Campus Activity Fund - 1000.00							
4) Build student capacity by providing tools and activities to increase student social awareness and engagement through activities such as Life League, Girls First, and Read Deed Run.	2.5, 2.6	Principals					
Problem Statements: School Culture and Climate 1 Funding Sources: 211 - Title I Part A - 1000.00							
5) Invite at least one professional speaker to address our students and share their experiences	2.4, 2.5	Principal Instructional Coordinator	Increase student learning and achievement.				
Problem Statements: School Culture and Climate 1 - School Context and Organization 1 Funding Sources: 211 - Title I Part A - 1000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 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.

Curriculum, Instruction, and Assessment

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

School Context and Organization

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

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 6: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.


Performance Objective 1: Create more opportunities for parent and family engagement on our campus.

Evaluation Data Source(s) 1: Surveys

Event Sign-In Sheets

Event Feedback

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Connect high school to career and college Improve low-performing schools 1) Host parent and family capacity building events such as Math and ELA Curriculum Nights, STAAR Informational Night, Coffee with the Principal and Watch Dog Dads Informational meetings.	2.5, 2.6, 3.1, 3.2	Instructional Coordinator					
	Problem Statements: School Culture and Climate 1 Funding Sources: 211 - Title I Part A - 500.00, 865 - Principal Activity - 500.00						
2) Create opportunities for all stakeholders to become involved in social and student well being activities on campus.	2.6, 3.2	Principal	Increase and promote a positive environment for all students on our campus				
	Funding Sources: 211 - Title I Part A - 200.00						
3) 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.		Principal Counselor	Decrease disciplinary infractions				
	Funding Sources: 199 - General Fund - 200.00						
							

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.

State Compensatory

Personnel for McRoberts Elementary:

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

1. Our 4th grade writing scores are 7% lower than they were last year. The root cause is that our students need more exposure to writing at earlier grade levels.
2. More of our staff needs training on the resources that are available for use. We have a fairly young staff with less experience than many of their counterparts with more experience. Professional Development is key for growing our teachers in the curriculum and professionally.
3. Professional development based on improving instruction geared towards economically disadvantaged students needs to increase. Our demographic is constantly changing. We are approximately 19% African American, 62% Hispanic, 14% White, 5% other races. 61% of our students are economically disadvantaged which provides another challenge for student growth.
4. There is a need for mentoring and social groups on campus to provide extra support for our demographic of students. Our students yearn for something to be a part of to better themselves and give back to their community.
5. 71% of students have access to laptops at home compared to 92% of student in Katy. The more technology we can supply our students while on campus the more innovative things we can do instructionally with our kids.
6. The number of parents participating in school community events can increase with more promotion and notice about events.
7. Our overall standardized test achievement is slightly lower than the district average. Through professional development for staff and adjusting our practices we can increase this
 8. Our students have made positive strides in achievement. Highly effective research based interventions and materials are necessary for further improvement.
 9. 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.
Barriers for educators, students, and parents:
Barriers for educators: The main barrier for educators consist of deficiencies that our students come with and having the professional development

and knowledge to address those deficiencies. Our teachers take data through CBA's (Common Based Assessments).

Barriers for students : We have noticed that some of the barriers for our students are lack of technology, opportunities for learning outside of the classroom , and connecting to prior learning.

Barriers for parents: Time is a major barrier for many of our parents. Many of our parents work one, two, or three jobs which leaves little time for them to focus on their child's educational needs.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Committee Members:

Rahsan Smith Administrator

Carole Langley Administrator

Richard Turner Administrator

Lynn Collins Staff

Brittany Cureno Parent

Joann Baly Parent

Holly Meredith District Personnel

Twaski Parker Local Business Owner

2.2: Regular monitoring and revision

As a Campus advisory team we periodically check our CIP. Periodically being every three months. We make adjustments as needed. All stakeholders are included in the decision making as it pertains to monitoring and revising. During our CAT meetings we look at different parts of the CIP and discuss revisions.

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

McRoberts CIP is available on our website in English and Spanish. A copy of the CIP is also located in the front office for easy accessibility.

http://www.katyisd.org/CampusImprovementPlans/PME_CIP.pdf

2.4: Opportunities for all children to meet State standards

For the 2019-2020 school year we are using research based instructional materials that our teachers can use to give our students the best opportunities to be successful on the STAAR test. Accordingly, Research professional development opportunities that will help our staff address the academic growth of our students. The professional developments our teachers will attend will include strategies to Math, Reading, Writing, and Science performance. Our RTI interventions are offered daily and they are provided by our Academic support teachers as well as our general education students. Teachers and administration collaborate to discuss each and every student and what they need to be successful. During RTI collaboratives student data is reviewed including grades, common assessment scores, formative and summative data as well as anecdotal notes kept by the classroom teachers. RTI levels can range from Tier I to to Tier III. Interventions look different for each student based on their particular needs.

2.5: Increased learning time and well-rounded education

McRoberts Elementary school is has multiple facets in which students may branch out and increase their learning. Besides our rigorous math, reading, social studies, science and writing academic programs all students have fine arts, physical education, STEM, service clubs, and community service opportunities. Every minute of the school day is utilized for instruction and there is very little down time. All students have extended learning time in which all teachers and students are given an extra 45 to 50 minutes to reinforce instruction and learning. Moreover this year we are also hiring tutors to ensure growth of our SPED and struggling student groups.

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

The needs of our students here at McRoberts Elementary are driven by our formative data. Common assessments, District Learning assessment data, previous STAAR data, STAAR readiness tests, Fountas and Pinell assessment and other forms of assessment drive how we address the needs of our students. Based on previous data we gather that growth in our students has become our focus. Our students can pass assessments, but they are not making adequate growth from year to year. Students can be "at risk" for a number of reasons, so we treat each at risk student as we do every student, as an individual. Here at PME we create opportunities for them to develop a trusting relationship with students and adults. Our approach is to preventative and includes addressing

specific behavior or academic issues that the student may be exhibiting or experiencing. Through PBIS we are able to maintain a system of positively focused meetings with students that proactively create a more supportive environment for students. This encourages and fosters positive behaviors and social interactions.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Here at PME our CAT team works together to get all stake holders together to create our parent and engagement policy. Once we create a draft of the policy, we revise it and form a formal draft. Our policy changes from year to year and is monitored by parents and administrators. Once our Parent and Family Engagement policy is distributed to parents at the beginning of the school year during open house and in student folders.

The purpose of this policy is to continue to build a strong partnership between school staff and parents at McRoberts Elementary. Research shows that a strong link between school and home will lead to students' attainment of their full learning potential. The staff of McRoberts Elementary believes that parent involvement along with positive partnerships between parents and the school is vital to school improvement, high motivation and student achievement. At McRoberts, parental involvement, including volunteering, school visits, and collaboration is sought after, encouraged, and is expected. Inform parents of the specific instructional objectives and methods. Support the efforts of parents to work with their children in the home to attain instructional objectives. Consult with parents concerning the manner in which the school and parents can work together to achieve instructional objectives. Provide a comprehensive range of opportunities for parents to be informed and involved in the design and evaluation of the program. Ensure opportunities for participation of parents who lack literacy or whose native language is not English.

Communication is critical to building a strong partnership; therefore, the staff members at McRoberts Elementary will reach out to parents in various ways to build an atmosphere of collaboration and shared power as we strive for the success of all students. Avenues of communication include regular progress reports, report cards, conferences, campus/teacher websites, daily folders, telephone calls, remind/seesaw, and email. All communication sent home will be in a manner easily understood by parents. Meaningful assessments, aligned with the Katy ISD curriculum, will be given to students formally and informally to ensure that students have a deep understanding of objectives taught. The staff at McRoberts Elementary will inform all parents of grade level goals and learning objectives every nine weeks. Regular communication between the school and home will allow a means for parents to be informed of students' progress. Students who experience difficulty in learning will have access to additional programs, including Academic Support Teacher, Title I, Dyslexia Intervention, extended day tutorials, Saturday tutorials (3-5), I-Station, and Think Through Math, which will help them to succeed.

3.2: Offer flexible number of parent involvement meetings

Our focus this year is to offer a number of parent involvement opportunities. We have been able to triple the number of parent volunteers this year by

adjusting our practices. We have made our meetings at times that are most convenient for parents. During most of our opportunities parents are able to bring their children with them or child care is provided. We also try not to make all of our meetings instruction based. We provide opportunities for parents to come and be involved on our campus with their students in fun ways as well as informative ways. Parents are encouraged to join different activities such as Watch Dog Dads, Fins for Friends, guest reading activities and more.

Title I Personnel

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

Campus Advisory Team

Committee Role	Name	Position
Administrator	Rahsan Smith	Administrator
Administrator	Carole Langley	Administrator
Administrator	Richard Turner	Assistant Principal
Non-classroom Professional	Brittany Cureno	Nurse
Non-classroom Professional	Lynn Collins	Teacher
District-level Professional	Holly Meredith	Central Office
Business Representative	Twaski Parker	Local Business Member

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Transportation		\$4,000.00
2	1	3	Tutorial Pay		\$13,000.00
5	1	2	StrengthFinders Assessment Codes		\$500.00
6	1	3	Orientation supplies		\$200.00
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		\$23,150.00
1	1	2	Ipads and Technology Resources		\$15,000.00
1	2	1			\$1,500.00
1	2	2			\$0.00
1	2	3	Instructional Materials		\$6,000.00
2	1	1	Resources		\$12,151.00
2	1	2			\$15,000.00
2	1	3	Title I intervention staff		\$199,320.00
4	1	1	Professional Development		\$5,000.00
4	1	2	Professional Development Opportunities		\$12,000.00
5	1	4			\$1,000.00
5	1	5			\$1,000.00
6	1	1	Materials		\$500.00
6	1	2			\$200.00

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$291,821.00
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
6	1	1	Materials		\$500.00
Sub-Total					\$500.00
Grand Total					\$311,021.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
MCROBERTS EL (101914116) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		82	B
Student Achievement		82	B
STAAR Performance	54	82	
College, Career and Military Readiness Graduation Rate			
School Progress		85	B
Academic Growth	64	60	D
Relative Performance (Eco Dis: 62.9%)	54	85	B
Closing the Gaps	68	75	C

Identification of Schools for Improvement

This campus is identified for additional targeted support.

Distinction Designations

ELA/Reading	Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Not Earned