

Allen Independent School District
Rountree Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Rountree Elementary cultivates a family of learners where every individual is encouraged and empowered to do his or her best.

Vision

Where Everybody is Somebody!

Value Statement

Roadrunner PRIDE

We are Rountree Roadrunners!

We are prepared.

We are respectful.

We have integrity.

We are determined.

We encourage others.

We show Roadrunner PRIDE!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	7
School Culture and Climate	12
Staff Quality, Recruitment, and Retention	14
Curriculum, Instruction, and Assessment	15
Parent and Community Engagement	16
School Context and Organization	17
Technology	18
Comprehensive Needs Assessment Data Documentation	19
Goals	21
Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.	21
Goal 2: Promote and nurture collaborative relationships essential for successful students and schools	26
Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff	28
Comprehensive Support Strategies	31
Title I Schoolwide Elements	32
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	32
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	32
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	32
Title I Schoolwide Element Personnel	33
Campus Funding Summary	34

Comprehensive Needs Assessment

Demographics

Demographics Summary

Rountree Elementary School was established in 1975, the oldest elementary school in Allen. Our campus serves Early Childhood through 6th grade students in Allen ISD. The campus houses the Early Childhood Programs for the entire district. This unit is comprised of Pre-Kindergarten, PPCD and Speech classes.

Total Enrollment = 580 students (Boys = 53.9%, Girls = 46.0%). Rountree enrollment encompasses Early Childhood of 217 students and Kindergarten through 6th grade 363 students. The student mobility rate for Rountree Elementary in 2017-18 was 18.2%.

Race/Ethnicity includes:

Race/Ethnicity	Enrollment
African American	23.5%
Hispanic	24.4%
White	33.6%
Asian	11.4%
American Indian - Alaskan Native	1.2%
Two or More Races	5.9%

Enrollment by Student Groups includes:

Student Group	Enrollment
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Economically Disadvantage	53.6%
Limited English Proficient	20.3%
Special Education	25.9%

Kindergarten - 6th Grade Class Size Averages include:

Grade Level Average Size

Kindergarten	18.0
Grade 1	15.3
Grade 2	14.3
Grade 3	17.0
Grade 4	14.4
Grade 5	18.0
Grade 6	15.5

Demographics Strengths

Rountree Elementary has many strengths. Some of the most notable demographics strengths include:

- Our campus has a very diverse population as noted in the Demographics Summary.
- The class sizes at Rountree are below state and district averages in all grades.
- Our campus provides two ELL Facilitators to support the individual needs of students and teachers.
- Rountree provides specialized support staff, including a full time Assistant Principal-Title I, Care Coordinator, Instructional Coaches, and Behavior Coach in order to meet the diverse needs of students, families, and teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus has a very diverse population as noted in the Demographics Summary including multiple languages represented in the

student population.

Problem Statement 2: Rountree houses the entire Early Childhood program for Allen ISD.

Problem Statement 3: Rountree has close to a 20% mobility rate which requires improvement in systems to help students transition to our campus.

Student Achievement

Student Achievement Summary

At Rountree Elementary where "Everybody is Somebody", we believe to get into the mind of a child, one must first get into their heart to build our Unity of Purpose. Building positive and trusting relationships with our students allows us to guide them in meaningful and challenging work that results in optimum learning. A teacher's passion to create a safe and rich learning environment inspires opportunities for students to learn grow and progress in their learning.

All schools in Texas must meet standards set in four state accountability domains.

For the 2017-2018 school year, Rountree Elementary had the following scaled scores:

- Overall Domain - Scaled Scored 82 (Met Standard Rating)
- Student Achievement Domain - Scaled Scored 82 (Met Standard Rating)
- School Progress Domain - Scaled Scored 82 (Met Standard Rating)
- Closing the Gaps Domain - Scaled Scored 82 (Met Standard Rating)

These scores resulted in Rountree Elementary receiving a 2018 Texas Accountability *Met Standard* rating. The campus earned four Distinction Designations for Mathematics, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps

On the 2018 STAAR, the following scores for all grades show the percentage scores:

2018 STAAR Reading Test Performance Summary									
Grade Level	Campus			District			State		
	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
3 rd	83%	46%	23%	91%	63%	42%	76%	42%	24%
4 th	76%	35%	13%	89%	71%	48%	72%	45%	24%
5 th	86%	64%	34%	92%	77%	50%	78%	51%	25%
6 th	72%	46%	9%	89%	68%	45%	66%	36%	18%

Student Group Comparison - 2018 STAAR Reading (grades 3-6; 5 th March & May Averaged)			
	Campus		
	% Approaches	% Meets	% Masters
White	82%	58%	21%
Eco. Dis	74%	40%	17%
African American	75%	42%	22%
Two or more races	87%	33%	13%
EL Current & Monitor	68%	45%	18%
Special Ed.	45%	31%	14%

2018 STAAR Math Test Performance Summary									
Grade Level	Campus			District			State		
	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
3 rd	79%	58%	29%	92%	70%	45%	77%	46%	23%
4 th	91%	62%	33%	92%	77%	57%	78%	47%	26%
5 th	100%	48%	25%	98%	79%	57%	84%	57%	30%
6 th	82%	37%	11%	95%	83%	57%	75%	43%	17%

Student Group Comparison – 2018 STAAR Math (grades 3-6; 5 th March & May Averaged)			
	Campus		
	% Approaches	% Meets	% Masters

White	97%	69%	33%
Eco. Dis	89%	51%	27%
African American	83%	47%	28%
Two or more races	87%	60%	53%
EL Current & Monitor	91%	45%	23%
Special Ed.	72%	31%	10%

2018 STAAR Writing Performance Summary									
Grade Level	Campus			District			State		
	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
4 th	65%	40%	9%	82%	65%	29%	61%	38%	10%

Student Group Comparison - 2018 STAAR Writing			
	Campus		
	% Approaches	% Meets	% Masters
White	80%	47%	0%
Eco. Dis	63%	33%	4%
African American	65%	40%	15%
Two or more races	50%	17%	0%
Special Ed.	40%	20%	10%

2018 STAAR Science Performance Summary
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Grade Level	Campus			District			State		
	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
5 th	84%	53%	24%	90%	63%	33%	75%	40%	16%

Student Group Comparison - 2018 STAAR Science			
	Campus		
	% Approaches	% Meets	% Masters
White	93%	68%	39%
Eco. Dis	86%	51%	23%
African American	73%	36%	18%
Special Ed.	80%	40%	0%

When looking at this variance, it is important to remember that the student groups vary in size. To address the variance, the campus has analyzed scores for each individual student and by each standard. As stated earlier, individual students will be targeted for intervention and acceleration. It is a priority of the campus to close the gaps between all student groups with a special emphasis on the African American student group and the Special Education student group.

Student Achievement Strengths

Rountree Elementary staff work hard to ensure students are successful. Our campus is proud of many different student achievement strengths, including:

- Met standard in all domains
- Earned 4 out of 6 possible distinction designations.

- Improved Science performance from 79% to 84%
- Improved 4th grade Math from 65% to 91% approaches, 39% to 62% meets, and 15% to 33% masters.
- Improved 3rd grade Reading from 67% to 83% approaches and 35% to 43% meets.
- Rountree ranked 9th compared to 39 comparable schools listed in the area of Comparative Academic Growth.
- Rountree ranked 7th compared to 39 comparable schools listed in the area of: Comparative Closing Performance Gaps.
- Processes are in place that encourage frequent and productive collaboration to determine needs and strategies to support student achievement, particularly 504 and Special Education students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 4th - 6th grade Reading scores declined from previous year STAAR scores.

Problem Statement 2: Establish a collaboration cultures with an intentional instructional focus on reading.

Problem Statement 3: Tracking all student groups in regards to student progress measure to drive discussions and instructional planning within our data meetings.

School Culture and Climate

School Culture and Climate Summary

Our campus has worked hard to create a vision of: "Where Everybody is Somebody." Our students, staff, and community have shaped our mission which was updated for the 2017-18 school year. Our mission states, Rountree Elementary cultivates a family of learners where every individual is encouraged and empowered to do his or her best. As a campus, we are dedicated to building a community which empowers each individual to realize his or her full personal and academic potential. We believe that the key to achieving our mission is through a collaborative effort among all stakeholders.

School Culture and Climate Strengths

Rountree Elementary embraces a culture in which personal and academic achievement is fostered for all students. Our school community is one that is inclusive and recognizes that our mission of fostering student success is accomplished through purposeful collaboration among all stakeholders.

School Culture and Climate Strengths include:

- For the 2nd year, an additional 35% reduction in office referrals after implementation of PBIS with the addition of CHAMPs specifically in the classroom.
- Additional supports on our campus such as Counselor, Care Coordinator, student mentors, and PALS provide opportunities to build relationships.
- Continued increase in positive recognition for students and staff.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Rountree has close to a 20% mobility rate over the past few years need an intentional plan to support transitioning students.

Problem Statement 2: Boys represent 90% of the office referrals.

Problem Statement 3: Align classroom and support staff communication to best meet the needs of students.

Problem Statement 4: Our kindergarten and 6th grade students are demonstrating higher levels of challenging behaviors than any other grade levels.

Problem Statement 5: There is a lack of data to correlate classroom management and student behavior to academic achievement and other areas of the school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff quality is an important factor in promoting student success on campus. All teachers and paraprofessionals are 100% highly qualified. Various activities, such as Sunshine Committee events, are held on campus to promote team building and a family-type atmosphere.

Staff Quality, Recruitment, and Retention Strengths

The following highlights Rountree's strengths with staff quality, recruitment, and retention:

- All staff is 100% highly qualified.
- Systems and procedures are relied upon that provides teachers with parameters in which to do their job
- Consistent expectations to vertically align academically, socially, and procedurally

There is a high number of staff members that have lead Professional Development.

-

Campus systems are in place to support continuous improvement (TTESS, Administrative Feedback, Coaches).

- Teachers have multiple certifications
- Continuing education is a priority for the teachers
- New teachers supported through administration, mentors, and team collaboration and monthly Rookie Rallies

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Need to develop structured PLC meetings that are effective.

Problem Statement 2: Not sufficient Professional Development available for teachers that work for Title 1 students

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Rountree is fortunate to have the support of two instructional coaches-Math and Reading. Our coaches collaboratively plan weekly with each grade level to ensure the instruction is aligned to the state standards. They model, co-teach, and provide feedback related to instruction. Professional Learning Communities (PLCs) meet weekly to design instructional activities to meet the needs of students. IMPACT intervention targets student needs by providing direct instruction for every child regardless of academic abilities. Assessments are developed with the purpose of measuring the impact of curriculum and instruction on student learning.

Curriculum, Instruction, and Assessment Strengths

- Access to district curriculum online
- We have district provided assessments that are used as a guide to help with teacher instruction, intervention and enrichment.
- Instructional coaches on a local and district level.
- High level of teaching at performance standard
- Small group instruction based on student need
- Structured intervention/enrichment time for all students on a daily basis
- Students receive effective interventions resulting in measurable progress

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: More common assessments that are easily accessible for EC-6th

Problem Statement 2: PLC/Vertical alignment meetings to look at data and essential standards.

Problem Statement 3: A way to collect data to analyze that all students are receiving equitable curriculum

Parent and Community Engagement

Parent and Community Engagement Summary

We are continuing to increase efforts to communicate with families and community stakeholders in a variety of ways. In an effort to increase parental involvement and engagement, we are continuing to identify and offer activities that will help achieve increases in these areas. Because of the diversity of our campus and high mobility, we have a Care Coordinator to help strengthen connections between home and school. Our website has been updated and provides translations in a variety of languages spoken at our campus. We make sure that our routines are consistent, including sending our Take-Home Thursday folders every week. We take pride in the fact that parents report our office staff as very parent-friendly.

Parent and Community Engagement Strengths

- Frequent opportunities for parental involvement (Watch Dogs, Meet the Teacher Night, Open House, Parent Conferences, and multiple events coordinated by Care Coordinator that coordinates community partnerships and resources)
- Regular communication via Thursday Folders, Parent E-mail Groups, Rountree web page, and Roadrunner Times and ability to track digital communication such as Seesaw and Smore
- Involvement from school district, clubs, faith groups, retirees, civic organizations, non-profit and for-profit organizations, medical organizations

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Expand and enhance parent education to provide optimal learning for students at home.

Problem Statement 2: Establish a more comprehensive volunteer program

Problem Statement 3: Establish a system to make teachers, families, and staff aware of all of the resources available to families.

School Context and Organization

School Context and Organization Summary

Rountree Elementary is focused on improving student academic achievement by utilizing data to determine needs in all aspects of the campus. Teachers and administrators work together to make instructional decisions that support campus goals. When our students are not making progress, we conduct a Student Intervention Team, Behavior Support Team, or a Review ARD/504 staffing/meeting to develop a plan to meet the needs of the student. We work hard to ensure that instructional time is maximized and uninterrupted. Systems have been put in place in order to ensure effective utilize planning time.

School Context and Organization Strengths

- Optimal use of the school day for maximizing instruction time.
- Core SIT Meeting Minutes have allowed for student concerns to be addressed in a timely manner.
- Strong sense of commitment and focus on improving student academic achievement by analyzing student growth patterns.
- Running club, robotics club, TB2M, Girls Break Away, International Ambassadors, and PRIDE Council have provided for the opportunity to develop positive personal growth
- 100% compliant with district safety drill requirements

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Optimize instructional planning time with greater communication and opportunity for collaboration between grade level teams and support staff also to include IMPACT planning for tiered groups

Problem Statement 2: Space for small group instruction to take place during IMPACT

Technology

Technology Summary

We will continue to implement the district's technology learning plan. The district's focus continues to be digital learning to grow the 21st Century learner. We currently have a ratio of 1:1 iPads in grade 2 through 6 and 1:2 iPads in Grades EC-1st.

Technology Strengths

- Resources are a strength. Rountree has an abundance of available programs and apps
- Students are increasingly more tech savvy. Our students are not afraid to jump into the different apps and use the technology for research
- Rountree has district support monthly and campus tech support daily

Problem Statements Identifying Technology Needs

Problem Statement 1: A vertical technology plan so that all the grade levels can build in time and incorporate existing technology so that they can build on skills in an organized progressive manner

Problem Statement 2: Data to show the effects on students ability with technology

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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 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

Student Data: Student Groups

- 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
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: In the 2018-2019 School Year Rountree Elementary will identify and implement professional learning opportunities based on staff/student needs to support individualized growth.

Evaluation Data Source(s) 1: STAAR Results, Accountability Reports, Eduphoria reports, math and reading istation, Circle

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
Comprehensive Support Strategy 1) Each grade level PLC will use common assessment data to evaluate student performance on essential standards and will adjust/reteach/enrich instruction by providing systematic instruction for all students.	Administrators, Instructional Coaches, Teachers, District Instructional Specialist, Support staff, Resource Teacher, AIM Teacher, ELL teacher, early childhood teachers	Progress monitoring, Common Assessments, Benchmarks, Simulations, and STAAR results				
			Funding Sources: Comp Ed - 141000.00			
2) Master schedule designates time for all collaborative teams to have professional learning community time to analyze data to help students meet the needs of their students.	Teachers Campus Instructional Coaches Support Staff Administrators	Improvement shown through progress monitoring, common assessments, Benchmarks, Simulation, STAAR				
3) We will establish a core group of Instructional Leaders on the campus to that promotes and ensures effective implementation of the PLC process for the campus.	Teachers Campus Instructional Coaches Support Staff Administrators	Collaboration will align EC-6th instructional practices. Assessment results (CFAs, benchmarks, simulation, STAAR, CIRCLE, DRA, iStation)				

4) We will utilize PLC print materials in order to support the Professional Learning Community implementation process.	Teachers Campus Instructional Coaches Support Staff Administrators	Collaboration will align EC-6th instructional practices. Assessment results (CFAs, benchmarks, simulation, STAAR, CIRCLE, DRA, iStation)				
5) Provide in person training from a PLC consultant in order to establish the process and protocols in which the campus will operate for the 2018-2019 school year.	Teachers Campus Instructional Coaches Support Staff Administrators	Collaboration will align EC-6th instructional practices. Assessment results (CFAs, benchmarks, simulation, STAAR, CIRCLE, DRA, iStation)				
6) Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.	Campus Administrators, AIM teachers, classroom teachers	Assessment Results and Classroom Data				
Funding Sources: Gifted/Talented - 68000.00						
7) Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.	Teachers Campus Instructional Coaches ELL staff Administrators	Assessment results TELPAS, STAAR, mClass, Benchmarks, CIRCLE, Classroom Assessments				
Funding Sources: ESL - 1000.00						
8) Provide supplemental learning experiences and services for special education students to support individual learning needs.	Administrators, Instructional Coaches, Teachers, Support staff, SPED staff,, Intervention Teachers	Assessment results TELPAS, STAAR, mClass, Benchmarks, CIRCLE, Classroom Assessments, data collection, diagnostic evaluations				
9) Provide Supplemental Instructional Support for teachers.	Administration and teachers	Additional small groups being pulled and supplemental support in the classroom.				
Funding Sources: Title I - 25000.00						
10) Provide Supplemental Instructional Coaching support for Math teachers.	Campus Principal and Teachers	Math teachers build capacity in their instructional modalities that impact student performance.				
Funding Sources: Title II - 56000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: In the 2018-2019 school year Rountree Elementary will establish, implement, monitor and evaluate academic support structures for non-continuously enrolled students.

Evaluation Data Source(s) 2: CORE SIT meetings, teacher team meetings

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) CORE SIT meetings will track instruction that targets students academic needs, and teachers will collaborate with the members of this committee to better meet the individual needs of each student.	Administrators, Instructional Coaches, CIS, Campus Intervention Teachers	Improvement shown through progress monitoring, Benchmarks, Simulation, STAAR Progress Measures, and STAAR Met Standard %				
2) All teachers will teach the TEKS to the appropriate depth of knowledge and maintain the rigor to prepare all students for the next grade level with a focus on new students.	Administrators, Instructional Coaches, Teachers, Support staff, Campus Intervention Teachers, AIM Teacher	Assessment Results and Classroom Data				
3) All teachers will be provided ongoing coaching support in order to teach the TEKS to the appropriate depth of knowledge and meet the instructional needs of all students.	Administrators, Instructional Coaches,	positive impact in teaching practices thus positively impacting student performance.				
= Accomplished = Continue/Modify = No Progress = Discontinue						





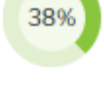





Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 3: In the 2018-2019 school year Rountree Elementary will establish, implement, monitor and evaluate instructional practices with a focus on every student receiving at least one year's worth of academic growth.

Evaluation Data Source(s) 3: STAAR Results, Accountability Reports, Eduphoria reports, math and reading istation, Circle

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
Comprehensive Support Strategy 1) Small groups will be pulled during class, IMPACT, and tutoring to target identified specific essential skills.	Administrators, Instructional Coaches, Teachers, Support staff, Campus Intervention Teachers	Improvement shown through progress monitoring, common assessments Benchmarks, Simulation, STAAR Progress Measures, and STAAR Met Standard %				
	Funding Sources: Title I - 0.00					
2) Supplemental Tutoring opportunities will be provided for students that are experiencing learning gaps.	Teachers Campus Administrators	Improvement shown through progress monitoring, Benchmarks, Simulation, STAAR				
	Funding Sources: Title I - 24000.00, School Excellence Initiative - 13000.00, Comp Ed - 125000.00					
3) Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.	Campus Administrators, AIM teacher, teachers	Improvement shown through progress monitoring, Benchmarks, Simulation, STAAR				
	Funding Sources: Gifted/Talented - 15000.00					
4) Provide supplemental learning experiences and services for special education students to support individual learning needs to support growth in their IEP goals.	Administrators, Instructional Coaches, Teachers, SPED staff, Campus Intervention Teachers	Assessment results (iStation, DRA, STAAR, Reading/Math IStation, Benchmarks, CIRCLE, Classroom Assessments, data collection				
	Funding Sources: Special Education - 0.00					
5) Provide supplemental learning experience for English Learners promoting language acquisition and academic achievement.	Administrators, Instructional Coaches, Teachers, ELL staff	Assessment results TELPAS, STAAR, MClass, Benchmarks, CIRCLE, Classroom Assessments				
	Funding Sources: ESL - 25000.00, Title III - 1500.00					

6) Provide supplemental resources and instructional support to the Prek program.	Campus administrators and Director of Federal and Special Programs	For the PreK program to become more aligned instructional practices to the K-6th grades.				
Funding Sources: Title I - 5000.00						
Comprehensive Support Strategy 7) Provide Intervention/Enrichment time for K-6 in the Master schedule called "IMPACT". This is a fluid system of Intervention and Enrichment to meet students where they are and take them deeper and further in specific in the essential grade level standards.	Administrators, Instructional Coaches, Teachers, Support staff, Campus Intervention Teachers, AIM Teacher	Assessment results (iStation, DRA, STAAR, Math/Reading IStation, Benchmarks, Common Assessments)				
Funding Sources: Title I - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						







Goal 2: Promote and nurture collaborative relationships essential for successful students and schools

Performance Objective 1: In 2018-2019 Rountree Elementary will explore opportunities to better connect and reach parents in order to strengthen connections between home and school.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Faculty and PTA will coordinate multiple opportunities throughout the year for the Rountree community to come together to form a strong relationship.	Administrators All Staff PTA Counselor	Parent feedback and involvement, PTA events, Meet the Teacher, Open House, Spirit nights, Fun Run, Veterans Assembly, and Multicultural Night.				
2) A minimum of 2 Early Childhood family engagement opportunities will be provided in order to support the transition from early childhood programs to elementary school programs.	campus administrators Director of Federal & Special Programs Early Childhood teachers	Parent feedback and involvement for our Early Childhood students				
3) A technological platform for communication will be explored in order to give families easier access to school updates, thus providing another avenue for families to stay connected to our school's information and updates.	Campus administrators Teachers Instructional Coaches	Parent feedback and involvement				
4) Provide students with the opportunity to continue to enhance their literacy skills during extended school breaks, with programs such as (summer reading program and family engagement academic training).	campus administrators and Director of Federal and Special Programs	For students to participate in the academic learning opportunities during extended breaks, which will promote family involvement.				
Funding Sources: Title I - 5000.00						
5) Select a group of staff members to attend the Texas Title 1 Parental involvement conference.	Campus administrators Teachers Instructional Coaches	Greater connection between the school and home as well as new strategies gained to create stronger partnerships.				
Funding Sources: Title II - 2000.00						

6) Supplemental Support Staff that will support, develop, and promote, the connection between parent at the campus.	Campus administrator and Director of Federal and Special Programs	Increase in family involvement and liaison for parents.				
Funding Sources: Title I - 40000.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						







Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff

Performance Objective 1: During the 2018-2019 school year Rountree will implement a behavior intervention program to positively support student behavior.

Evaluation Data Source(s) 1: Principal's 200, PRIDE recognition, PRIDE points

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Rountree Elementary will continue implementing PBIS school-wide positive behavior and CHAMPS classroom systems to maintain a nurturing environment conducive to learning.	Administrators All Staff	Reduced discipline referrals, increased student recognition				
Funding Sources: Title I - 73000.00						
2) Rountree will implement school safety and security best practices enhance the climate and culture of the campus.	Administrators, All Staff, AISD Safe and Secure School Department	Safe School through drills and after action plans.				
3) Rountree will provide all staff members with behavioral support resources in order to be proactive with behavioral issues.	campus administrators teachers	Reduced discipline referrals, increased student recognition				
4) Rountree will employ a Behavior Coach to support teachers with behavior intervention strategies as well as work with students on behavior strategies.	campus administrators teachers	Reduced discipline referrals, increased student recognition				
Funding Sources: Title I - 62000.00						
5) Provide staff with a curriculum which supports the social emotional needs of students.	campus administrators teachers counselor	Reduced discipline referrals, increased student recognition				
6) The counselor will implement the district guidance lessons throughout the school year.	campus administrators teachers counselor	Reduced discipline referrals, increased student recognition				








7) Supplemental administrative support will help facilitate and improve behavior initiatives.	principal	Reduced discipline referrals				
Funding Sources: Title I - 80000.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff

Performance Objective 2: Rountree Elementary administrators will partner with district personnel to ensure that federal and state programs are being implemented at the campus level.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Monthly collaboration meeting between the campus administrator and the Director of Federal & Special Programs will take place through the course of the year to ensure that the title 1 program is being implemented with all the mandatory components and funding requirements.	Campus Administrators Director of Federal & Special Programs	Regular communication between campus and district.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Each grade level PLC will use common assessment data to evaluate student performance on essential standards and will adjust/reteach/enrich instruction by providing systematic instruction for all students.
1	3	1	Small groups will be pulled during class, IMPACT, and tutoring to target identified specific essential skills.
1	3	7	Provide Intervention/Enrichment time for K-6 in the Master schedule called "IMPACT". This is a fluid system of Intervention and Enrichment to meet students where they are and take them deeper and further in specific in the essential grade level standards.

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>
Beth Bentley	Care Coordinator	Title I	1
Claudia Harrison	Assistant Principal-Title 1	Title I	1
Jenna Capps	Behavior Specialist	Title I	1
Robin Draper	Title I Instructional Aide	Title I	1

Campus Funding Summary

School Excellence Initiative					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Supplemental Instructional Support		\$13,000.00
Sub-Total					\$13,000.00
Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental instructional support		\$141,000.00
1	3	2	Supplemental Instructional Support and Resources		\$125,000.00
Sub-Total					\$266,000.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Supplemental Instructional Support Staff		\$25,000.00
1	3	1	Supplemental Instructional Support Staff		\$0.00
1	3	2	Supplemental Tutoring Support		\$24,000.00
1	3	6	Supplemental instructional resources and Professional Learning for PreK Staff and Admin		\$5,000.00
1	3	7	Supplemental Intervention Support-		\$0.00
2	1	4	Materials for summer reading program and parent academic training sessions		\$5,000.00
2	1	6	Supplemental Campus Staff to support Family engagement initiatives		\$40,000.00
3	1	1	Supplemental Support Staff to Support Discipline Initiative		\$68,000.00
3	1	1	Supplemental Support Staff to Support Initiative		\$5,000.00
3	1	4	Supplemental Behavior Support		\$62,000.00
3	1	7	Supplemental Administrative Staff		\$80,000.00
Sub-Total					\$314,000.00

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Supplemental staff to build capacity in math teachers		\$56,000.00
2	1	5	Supplemental Support -teaching and learning for parents		\$2,000.00
Sub-Total					\$58,000.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5	Supplemental Tutoring support & resources		\$1,500.00
Sub-Total					\$1,500.00
Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Supplemental instructional support and resources.		\$68,000.00
1	3	3	Supplemental instructional support and resources		\$15,000.00
Sub-Total					\$83,000.00
ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Supplemental Instructional Support		\$1,000.00
1	3	5	Supplemental Instructional Support and Resources		\$25,000.00
Sub-Total					\$26,000.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Supplemental Instructional Support & resources		\$0.00
Sub-Total					\$0.00
Grand Total					\$761,500.00