

**Allen Independent School District**  
**Rountree Elementary**  
**2019-2020 Campus Improvement Plan**

**Accountability Rating: B**



**Board Approval Date:** September 23, 2019

# 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!

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# 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 is one of the two campuses that house the Early Childhood Programs for the entire district. This unit is comprised of Pre-Kindergarten, Early Childhood Special Education, and student receiving speech services.

Total Enrollment = 480 students (Boys = 52.3%, Girls = 47.7%). Rountree enrollment encompasses Early Childhood of 80 students and Kindergarten through 6th grade 400 students. The student mobility rate for Rountree Elementary in 2018-2019 was 22.3%

Race/Ethnicity includes:

Race/Ethnicity	Enrollment
African American	23.2%
Hispanic	24.8%
White	31.1%
Asian	13.8%
American Indian - Alaskan Native	1.0%
Two or More Races	6.1%

Enrollment by Student Groups includes:

Student Group	Enrollment
Economically Disadvantage	77.7%
Limited English Proficient	24.3%
Special Education	23.9%

Kindergarten - 6th Grade Class Size Averages include:

Grade Level	Average Size
Kindergarten	18.7
Grade 1	16.2
Grade 2	16.7
Grade 3	15.8
Grade 4	17.2
Grade 5	15.0
Grade 6	18.1

### 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 EL 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.
- Most paraprofessional staff is highly qualified with at least 48 hours of college credits with 66% have earned a bachelor degree.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Rountree has a diverse population that represent over forty languages represented in the student populations.

**Problem Statement 2:** Rountree increased in number of tardies and attendance rate decreased from 97.0% to 96.8%.

**Problem Statement 3:** Rountree has Early Childhood program with continual needs to support and train staff for the specialized needs for preschoolers with disabilities.

# Student Academic Achievement

## Student Academic Achievement Summary

At Rountree Elementary where "Everybody is Somebody", we believe in all educators working together to create a 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.

For the 2018-19 school year, Rountree Elementary had the following scaled scores:

- Overall Domain - Scaled Scored 80 (B)
- Student Achievement Domain - Scaled Scored 76 (C)
- School Progress Domain - Scaled Scored 83 (B)
- Closing the Gaps Domain - Scaled Scored 74 (C)

These scores resulted in Rountree Elementary receiving a 2019 Texas Accountability "B" rating.

On the 2019 STAAR, the following scores for all grades show the percentage scores:

2019 STAAR Reading Test Performance Summary						
Grade Level	Campus			District		
	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
3rd	76%	31%	14%	89%	66%	48%
4th	90%	50%	24%	89%	65%	42%
5th	86%	37%	15%	91%	77%	56%
6th	79%	44%	23%	89%	68%	45%

## Student Group Comparison - 2019 STAAR Reading (grades 3-6; 5th March & May Averaged)

	Campus		
	% Approaches	% Meets	% Masters
White	83%	45%	23%
Eco. Dis	80%	35%	15%
African American	85%	38%	11%
Two or more races	76%	35%	12%

Student Group Comparison - 2019 STAAR Reading (grades 3-6; 5th March & May Averaged)

EL Current & Monitor	90%	30%	15%
Special Ed.	41%	10%	3%

2019 STAAR MathTest Performance Summary

Grade Level	Campus			District		
	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
3rd	69%	43%	19%	91%	71%	45%
4th	76%	36%	24%	89%	70%	52%
5th	97%	53%	23%	95%	82%	65%
6th	85%	59%	31%	95%	81%	57%

Student Group Comparison - 2019 STAAR Math (grades 3-6; 5th March & May Averaged)

	Campus		
	% Approaches	% Meets	% Masters
White	88%	45%	27%
Eco. Dis	80%	41%	21%
African American	79%	49%	26%
Two or more races	76%	59%	29%
EL Current & Monitor	95%	55%	40%
Special Ed.	55%	17%	7%

2019 STAAR Writing Performance Summary

Grade Level	Campus			District		
	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
4th	68%	30%	8%	83%	57%	23%

Student Group Comparison - 2019 STAAR Writing			
	Campus		
	% Approaches	% Meets	% Masters
White	72%	39%	11%
Eco. Dis	63%	20%	3%
African American	62%	8%	0%
Two or more races	67%	67%	33%
EL Current & Monitor	71%	43%	0%
Special Ed.	0%	0%	0%

2019 STAAR Science Performance Summary						
Grade Level	Campus			District		
	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
5th	76%	37%	10%	89%	70%	43%

Student Group Comparison - 2019 STAAR Science			
	Campus		
	% Approaches	% Meets	% Masters
White	93%	68%	39%
Eco. Dis	86%	51%	23%
African American	73%	36%	18%
EL Current & Monitor	57%	14%	0%
Special Ed.	50%	20%	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 Special Education student group.



## **Student Academic Achievement Strengths**

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

- Campus overall school performance of a B.
- Improved 6th grade Math from 82% to 85% Approaches, 37% to 59% Meets, and 11% to 31% Masters.
- Improved 4th grade Reading from 76% to 90% Approaches, 35% to 50% Meets, and 13% to 24% Masters.
- 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.
- Rountree implemented a systematic approach to the professional learning community process to help guide data driven instructional focus.
- Core SIT Meeting Minutes have allowed for student concerns to be addressed in a timely manner.
- Dance 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 Student Academic Achievement Needs**

**Problem Statement 1:** Continual focus on campus designed assessments to align with the rigor of the state assessment.

**Problem Statement 2:** Tracking the student groups for special education students in relation to missing Texas Accountability 3 out of 3 indicator targets.

**Problem Statement 3:** The overall "all student group" STAAR scores declined.

**Problem Statement 4:** Tracking the student groups for white students in relation to missing 4 of the 5 indicator targets.

# School Processes & Programs

## School Processes & Programs Summary

Rountree Elementary is focused on improving student academic achievement by utilizing Professional Learning Community (PLC) data to determine needs in all aspects of the campus. Teachers and administrators work together through the PLC process to develop essential power standards, create common formative assessments, and utilize data to drive instructional practices. When our students require additional support to make progress, the CORE SIT uses the Student Intervention Team, Behavior Support Team, or ARD/504 meetings to develop a plan to help meet the needs of each student. The master schedule ensures that instructional time is maximized and uninterrupted. Systems have been put in place in order to ensure effective use of teacher planning time.

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. IMPACT intervention targets student needs by providing direct instruction on the power standards in order to target the specific area of intervention or enrichment for every child regardless of academic abilities. Assessments are developed with the purpose of measuring the impact of curriculum and instruction on student learning.

## School Processes & Programs Strengths

- Instructional coaches on a local and district level.
- Professional Learning Communities develop common formative assessments.
- We have district provided assessments that are used as a guide to help with teacher instruction, intervention and enrichment.
- Data driven instruction of high level for each performance standard.
- Small group instruction based on student need.
- Structured intervention/enrichment time for all students on a daily basis.
- PBIS campus will use common language to support behavior management.
- Rountree teachers have close working relationships with colleagues and students.
- Rountree teachers regularly find ways to communicate with students to understand and control their emotions.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Rountree continues to grow in the mobility rate of over 20% of the student population.

**Problem Statement 2:** Teacher spend a great deal of time dealing with students social and emotional challenges.

**Problem Statement 3:** Align a communication system(s) to support the needs of all teachers, staff, and administration.

## Perceptions

### Perceptions Summary

Our campus has worked hard to create a vision of: "Where Everybody is Somebody." Our students, staff, and community strive to shape our mission which was updated during 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.

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.

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.

### Perceptions Strengths

Rountree Elementary embraces a culture in which personal and academic achievement is fostered for all students. Our school community strives to build a "Unity of Purpose" in which everyone collaborates for the needs of each and every child.

- All staff is 100% highly qualified. Teachers are happy with staff and student relationships.
- Professional learning communities allow teachers the opportunities to collaborate to develop the best instructional practices to meet all students needs.
- Rountree teacher and staff work cohesively with one another and treat students with respect .
- 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).
- Continuing education is a priority for the teachers.
- New teachers supported through administration, mentors, and team collaboration and monthly Rookie Rallies.
- The past 4 years have seen a decrease 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.
- PBIS committee continues to incorporate ways to increase in positive recognition for students and staff.
- Regular communication via Thursday Folders, SMORE grade level newsletters, 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.
- Parents share they see continuous improvement in their early childhood students in social and language development.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** PLC process development with a focus on creating common formative assessments

**Problem Statement 2:** Professional development opportunities with strategies for working with Title I students

**Problem Statement 3:** Resources and professional development on meeting the Social Emotional needs of students

**Problem Statement 4:** Continual focus on improving family engagement and involvement



# Priority Problem Statements

**Problem Statement 1:** Tracking the student groups for special education students in relation to missing Texas Accountability 3 out of 3 indicator targets.

**Root Cause 1:**

**Problem Statement 1 Areas:** Student Academic Achievement

**Problem Statement 2:** Tracking the student groups for white students in relation to missing 4 of the 5 indicator targets.

**Root Cause 2:**

**Problem Statement 2 Areas:** Student Academic Achievement

# 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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
- 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

- STEM/STEAM data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline 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

## **Parent/Community Data**

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

## **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 2019-2020 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, SEL feedback

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) We will establish a core group of Instructional Leaders at Rountree that will continue to promote and ensures effective implementation of the PLC process.	Teachers Campus Instructional Coaches Support Staff Administrators	Collaboration will align EC-6th instructional practices. Assessment results (CFAs, benchmarks, simulation, STAAR, CIRCLE, DRA, iStation)				
<b>TEA Priorities</b> Build a foundation of reading and math 2) Provide in person training on common assessments in order to establish the process of analyzing power standard and creating common formative assessments.	Teachers Campus Instructional Coaches Support Staff Administrators	CFAs will guide EC-6th teachers instructional practices. Assessment results (CFAs, benchmarks, simulation, STAAR, CIRCLE, DRA, iStation)				
3) 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				
<b>Funding Sources:</b> Gifted/Talented - 55000.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
4) 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				
<b>Funding Sources:</b> ESL - 500.00						
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 5) 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				
<b>Funding Sources:</b> Special Education - 558000.00						
<b>TEA Priorities</b> Build a foundation of reading and math 6) Provide Supplemental Instructional Coaching support for Math teachers.	Campus Principal and Teachers	Math teachers build capacity in their instructional modalities that impact student performance				
<b>Funding Sources:</b> Title II - 75000.00						
7) Provide supplemental learning experiences for Bilingual Education promoting language acquisition and academic achievement.	Teachers Campus Instructional Coaches ELL staff Administrators	Assessment results TELPAS, STAAR, mClass, Benchmarks, CIRCLE, Classroom Assessments				
<b>Funding Sources:</b> Bilingual - 4600.00						
8) EC teachers will be provided coaching support and training from a consultant specialized in working with preschoolers with disabilities.	Administrators, Instructional Coaches, Teachers, Support staff, SPED staff,, Intervention Teachers	EC teachers will build capacity in their instructional impact on their preschool students				








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers 9) Provide in person training from District Coordinator Special Education in order to align special education instruction and inclusion strategies for SPED and general education staff for special education students.	Administrators, Instructional Coaches, Teachers, Support staff, Coordinator SPED, SPED staff, Intervention Teachers	Improvement in alignment of special education instruction and inclusion strategies for our SPED students				
<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>						

**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 2019-2020 school year, Rountree Elementary will establish, implement, monitor and evaluate academic support structures to meet the needs of all students.

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

**Summative Evaluation 2:**


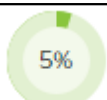

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) All teachers will be provided ongoing coaching support in order to teach and assess the TEKS to the appropriate depth of knowledge and meet the instructional needs of all students.	Administrators, Instructional Coaches,	Positive impact in teaching practices thus positively impacting student performance				
<b>Additional Targeted Support Strategy ESF Levers</b> Lever 2: Effective, Well-Supported Teachers 2) Collaboration meeting between campus administrator, resource teachers, and Coordinator of Special Education or Special Education Instructional Specialist will take place through the course of the year to develop purposeful alignment of students' special education minutes to data that supports special student needs.	Administrators, Instructional Coaches, Teachers, Support staff, SPED staff, Coordinator Special Education, Instructional Specialist, Special Education Teachers	Collaborative special education communication between campus and district				
<b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 5: Effective Instruction 3) Provide teachers with visual display of the TEKS for vertical planning and assessment.	Administrators, Instructional Coaches, Teachers	Teachers will build capacity in purposeful planning to impact student learning				
 = 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 2019-2020 school year ,Rountree Elementary will establish, implement, monitor and evaluate instructional practices with a focus on each student receiving instruction to gain 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
1) Supplemental Tutoring opportunities will be provided for students that are experiencing learning gaps.	Teachers Campus Administrators	Improvement shown through progress monitoring, Benchmarks, Simulation, STAAR				
<b>Funding Sources:</b> Title I - 10000.00, School Excellence Initiative - 0.00, Comp Ed - 132000.00						
<b>Comprehensive Support Strategy</b> 2) Each grade level PLC will use common formative pre-assessments to guide instruction and post-assessments data to evaluate student performance on power standards in order to intervene/enrich individual instruction for students.	Administrators, Instructional Coaches, Teachers, Campus Intervention Specialist, Support staff, Resource Teachers, ELF, early childhood teachers	Progress monitoring, Common Formative Assessments, Benchmarks, Simulations, and STAAR data				
<b>Funding Sources:</b> Local Funds - 0.00						
3) Provide supplemental learning experiences for EC- 6th grade Title I students.	Administrators, Instructional Coaches, Teachers, Care Coordinator, Counselor, Behavior Coach	For students to participate in learning experiences that promote academic and social emotion health				
<b>Funding Sources:</b> ESL - 0.00, Title III - 3000.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May



= Accomplished



= Continue/Modify



= No Progress







= Discontinue






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

**Performance Objective 1:** In 2019-2020 school year, 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) 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				
2) 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	Student participation in the academic learning opportunities during extended breaks, which will promote family involvement				
<b>Funding Sources:</b> Title I - 500.00						
3) 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				
<b>Funding Sources:</b> Title I - 49500.00						
4) A selected group of staff members regularly meet to communicate, develop, and promote ways to build the culture where Rountree is our home away from home, where we invest in our families and create memorable, lasting traditions.	Administrators All Staff Rountree families	Parent feedback and involvement, Family Engagement Events, Staff to family communication				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
5) A selected group of staff members have professional learning opportunities to guide the support in the campus family engagement focus.	Administrators All Staff Rountree families	Parent feedback and involvment				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						



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

**Performance Objective 2:** In 2019-2020 school year, Rountree Elementary will develop opportunities to connect teachers, staff, and administrators to support the needs of education responsibilities.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**



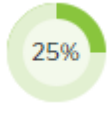


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>1) Master schedule designates time for all collaborative teams to have professional learning community time to analyze instructional data, student data, and teacher data to guide instructional practices to individualize for student needs.</p>	Teachers Campus Instructional Coaches Support Staff Administrators	Improvement shown through progress monitoring, common formative assessments, Benchmarks, Simulation, STAAR				
<p>2) Rountree staff will track attendance with a focus on tardies and 90% compulsory attendance.</p>	Administrators PEIMS Specialist Teachers	Increase time students are receiving grade level curriculum and instruction				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers</b> Lever 3: Positive School Culture</p> <p>3) Rountree will have platforms for communication to give teachers, staff, and administrators to align focus for site based decision making.</p>	Administrators All Staff	Campus culture of team unity and collaborative decision making				
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>						






### 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 2019-2020 school year, Rountree Elementary will implement a social emotional and behavior intervention program to positively support student needs.

**Evaluation Data Source(s) 1:** Principal's 2000, PRIDE recognition, PRIDE points, Second Steps, Family Meetings

#### 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	Maintain lower discipline referrals, increased student recognition				
	<b>Funding Sources:</b> Title I - 73000.00					
2) Rountree will provide all staff members with behavioral support resources in order to be proactive with behavioral issues.	Campus Administrators Teachers	Maintain lower discipline referrals, increased student recognition				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers 3) 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	Build capacity with teachers in supporting students through restorative practices				
	<b>Funding Sources:</b> Title I - 73000.00					
4) Provide campus-wide curriculum which supports the social emotional needs of students.	Campus Administrators Teachers Counselor	Reduced discipline referrals, increased student recognition				
5) Provide in person training throughout the year to support staff with strategies on building social emotional needs of students.	Administrators Teachers Counselor Support staff Behavior Coach	Build capacity for staff to establish the culture of strengthening social emotional needs of staff and students				
	<b>Funding Sources:</b> Title I - 90000.00					






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
6) Provide new student supports on transitioning and connecting to Rountree.	Administrators Counselor Care Coordinator Classroom Teachers	Supports provided to students as they transition to a new school				
 = 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:** In the 2019-2020 school year, 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
<p><b>TEA Priorities</b> Improve low-performing schools</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning</p> <p>1) Monthly collaboration meeting between the campus administrator and the Director of Federal &amp; 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.</p>	<p>Campus Administrators Director of Federal &amp; Special Programs</p>	<p>Regular communication between campus and district</p>				
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>						

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	3	2	Each grade level PLC will use common formative pre-assessments to guide instruction and post-assessments data to evaluate student performance on power standards in order to intervene/enrich individual instruction for students.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beth Bentley	Care Coordinator	Title 1 School-wide	1
Claudia Harrison	Assistant Principal Title 1	Title 1- School-wide	1
Jenna Capps	Behavioral Coach	Title 1 School-wide	1

# Campus Funding Summary

<b>School Excellence Initiative</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	1	Supplemental Instructional Support	17,000	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Comp Ed</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	1	Supplemental Instructional Support and Resources		\$132,000.00
<b>Sub-Total</b>					\$132,000.00
<b>Title I</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	1	Supplemental Tutoring Support		\$10,000.00
2	1	2	Materials for summer reading program and parent academic training sessions		\$500.00
2	1	3	Supplemental Campus Staff to support Family engagement initiatives		\$49,500.00
3	1	1	Supplemental Support Staff to Support Discipline Initiative		\$73,000.00
3	1	3	Supplemental Behavior Support		\$73,000.00
3	1	5	Supplemental Administrative Staff		\$90,000.00
<b>Sub-Total</b>					\$296,000.00
<b>Local Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	2	Supplemental instructional support		\$0.00
<b>Sub-Total</b>					\$0.00

<b>Title II</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	6	Supplemental staff to build capacity in math teachers		\$75,000.00
<b>Sub-Total</b>					\$75,000.00
<b>Title III</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	3	Supplemental Tutoring support & resources		\$3,000.00
<b>Sub-Total</b>					\$3,000.00
<b>Gifted/Talented</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	Supplemental instructional support and resources.		\$55,000.00
<b>Sub-Total</b>					\$55,000.00
<b>ESL</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	4	Supplemental Instructional Support		\$500.00
1	3	3	Supplemental Instructional Support and Resources		\$0.00
<b>Sub-Total</b>					\$500.00
<b>Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	7	Supplemental Instructional Support		\$4,600.00
<b>Sub-Total</b>					\$4,600.00
<b>Special Education</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	5			\$558,000.00
<b>Sub-Total</b>					\$558,000.00
<b>Grand Total</b>					\$1,124,100.00