

**Allen Independent School District**  
**Rountree Elementary**  
**2016-2017 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Top 25% Closing Performance Gaps  
Postsecondary Readiness



# 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 .....	6
School Culture and Climate .....	9
Staff Quality, Recruitment, and Retention .....	11
Curriculum, Instruction, and Assessment .....	12
Family and Community Involvement .....	13
School Context and Organization .....	14
Technology .....	15
Comprehensive Needs Assessment Data Documentation .....	16
Goals .....	18
Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on the current common metrics. ....	18
Goal 2: Maintain the Exemplary rating as achieved in 2016-2017 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements. ....	21
Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with district expectations all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning. ....	22
Goal 4: Provide opportunities for all students to use technology through project-based activities that reinforce the core curriculum while becoming proficient in all technology application TEKS. ....	23
Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity. ....	24
Goal 6: Provide a safe and structured program designed to meet the academic and social needs of our diverse student population. All students will be educated in a learning environment that is safe, drug-free, and conducive to learning that leads to graduation for all students. ....	26
Goal 7: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff. ....	29
Title I .....	31
Schoolwide Program Plan .....	31
Ten Schoolwide Components .....	31
Title I Personnel .....	36
2016-2017 Campus Improvement Team .....	37
Campus Funding Summary .....	38

# 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 was renovated in the summer of 2014, including the addition of a specific unit designated for our Early Childhood Programs. This unit is comprised of Pre-Kindergarten, Head Start, PPCD, and a Developing Oral Communication class.

The following demographic data is from the 2016-17 school year. Rountree Elementary's student groups include 18.1% English Language Learners (ELL), 22% Special Education, and 5% Gifted and Talented. Additionally, 54% of students are Economically Disadvantaged, and 33% of students are identified as At-Risk. Rountree Elementary serves on average 550-600 students. 225 students are currently in the Early Childhood program.

Enrollment continues to increase throughout the year as we add more students into our Early Childhood Preschool Program for Children with Disabilities and the Developing Oral Communication classes as students turn three years old. Enrollment data shows 25% African American, 17% Hispanic, 44% White, and 9% Asian. Two or more races make up 5% of student enrollment. American Indian students make up .5% of the Rountree student population, and Pacific Islanders make up 0.2%. The student mobility rate for Rountree Elementary in 2015-16 was 19.1%.

### 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 ELL Facilitators to support the individual needs of students and teachers.
- Rountree provides specialized support staff, including a full time Dean of Students, Care Coordinator and Instructional Coaches in order to meet the diverse needs of students, families, and teachers.

## **Demographics Needs**

The following demographic needs are listed in order of importance:

- Our mobility rate has increased significantly from 8.6% to 19.1%.
- Local campus data reveals that there is a disproportionate ratio of boys to girls in certain grade levels. In our primary grades, the data reveals that in Early Childhood (SPED) 73% are males, in Kindergarten 59% are males, and in 1st grade 70% of our students are males.
- Our Special Education population continues to rise and is over double the state %. Currently, we have 24% of our population identified as Special Education.

# Student Achievement

## Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2015-2016 school year, Rountree Elementary met these targets:

Index 1 - Student Achievement: Rountree Elementary Score: 88 (state target score = 60)

Index 2 - Student Progress: Rountree Elementary Score: 42 (state target score = 32)

Index 3 - Closing Performance Gaps: Rountree Elementary Score: 49 (state target score = 28)

Index 4 - Post-Secondary Readiness: Rountree Elementary Score 48 (state target score = 12)

These scores resulted in Rountree Elementary receiving a 2016 Texas Accountability *Met Standard* rating. The campus received two Distinction Designations: Top 25% Closing Performance Gaps and Postsecondary Readiness.

On the 2016 STAAR, the following scores for all grades show the percentage at Phase-In Satisfactory Standard or Above:

- Reading - 85% (District 91%)
- Math - 89% (District 92%)
- Writing - 90% (District 88%)
- Science - 90% (District 88%)

By grade level:

- 3rd grade Reading - 73% Met Standard-*District at 90% and State 72%* (83% Met Standard in 2015) and Math 73% Met Standard-*District 92% and State 74%* (92% Met Standard in 2015)
- 4th grade Reading - 90% Met Standard-*District 91% and State 74%* (90% Met Standard in 2015) and Math 90% Met Standard-*District 90% and State 72%* (91% Met Standard in 2015) and Writing 90% Met Standard-*District 88% and State 67%* (80% Met Standard in 2015)
- 5th grade Reading - 94% Met Standard-*District 91% and State 72%* (93% Met Standard in 2015) and Math 100% Met Standard-*District 93% and State 76%* (91% Met Standard in 2015) and Science 90% Met Standard *District 88% and State 72%* (78% Met Standard in 2015)
- 6th grade Reading - 78% Met Standard-*District 91% and State 68%* (87% Met Standard in 2015) and Math 93% Met Standard-*District 94% and State 74%* (79% Met Standard in 2015)

One focus for the campus is to look at the variance between the scores among student groups. Below are the 2016 STAAR scores listed by grade:

- 3rd Grade Reading: White 91%, Eco.Dis 68%, Special Ed. 67%, African American 64%
- 3rd Grade Math: White 88%, Eco. Dis 64%, African American 64%, Two or more races 57%, Special Ed. 56%
- 4th Grade Reading: White 93%, African American 90%, Hispanic 91%, Eco. Dis 88%, LEP 78%
- 4th Grade Math: White 100%, LEP 100%, White 90%, Eco. Dis 82%, Hispanic 73%, African American 73%,
- 4th Grade Writing: White 96%, African American 83%, Eco. Dis 81%, Hispanic 80%, LEP 67%, Sped 67%
- 5th Grade Reading: White 96%, Hispanic 80%, Eco. Dis 92%, African American 92%
- 5th Grade Math: White 100%, Hispanic 100%, African American 100%, Eco. Dis 100%, ESL 100%
- 5th Grade Science: White 96%, Hispanic 67%, Eco. Dis 84%, African American 83%
- 6th grade Reading: White 96%, Eco. Dis 77%, Hispanic 75%, ESL 63%, LEP 56%, African American 40%
- 6th grade Math: White 100%, Hispanic 100%, ESL 100%, Eco. Dis 90%, LEP 88%, African American 60%, Sped 33%

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:

- Exceeding the state targets on all four performance indexes
- Our #1 student achievement **need** last year, we had an increase of 12% in Science from 2014-15 to 2015-16 school year.
- Our # 2 student achievement **need** last year we had an increase of 14% in 6th gr. Math from 2014-15 to 2015-16 school year.
- Increase of 10% in Writing from 2014-15 to 2015-16 school year.
- Rountree ranked 4th compared to 39 comparable schools listed in the area of: Closing Performance Gaps putting us in the top 10%.
- 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.

## Student Achievement Needs

From our data analysis, we have identified the following as the most current, critical student achievement needs. They are listed in priority order:

1. 4th grade Math-as a result from 3rd grade STAAR, Met Standard was at 73% and the District Met Standard was at 93%.
2. 4th grade Reading-as a result from 3rd grade STAAR, Met Standard was at 73% and the District Met Standard was at 90%.
3. 4th grade Writing-as a result from the EOY 3rd grade Campus Assessment, 3rd grade EOY assessment 16% Met Standard set as a 70%.
4. 3rd grade Math-as a result from the District BOY assessment, Met Standard (set at 70%) at 57% and the District Met Standard was at 72%.
5. In Reading, all students performance was at 85%, African American was at 73%, EcoDis 83%, Special Ed at 58%, and the federal safeguards target was 87%.
6. In Math, African American performance was at 76%, EcoDis was at 86%, Special Ed 75%, and the federal safeguards target was 87%.



## **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 2016-17 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:

- Collegial and collaborative activities that promote positive communication and problem solving.
- Supporting successful change and improvement efforts (Implementation of campus-wide Positive Behavior Intervention Support system).
- Work with AISD Diversity Committee for ways to incorporate diversity awareness at the campus level.

## **School Culture and Climate Needs**

Rountree Elementary faculty and staff are committed to supporting a culture that values continuous improvement in all aspects of the campus and learning environment. Following are several areas that were identified as targets for improvement:

- Systems to analyze student disciplinary data, such as a collaborative team to address student disciplinary issues (In Year 1 of PBIS implementation)
- Resources and staff to build capacity in teachers to reduce loss of instructional time due to problem behaviors and office referrals

## **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**

Rountree Elementary's staff are 100% highly qualified. Approximately 35% of Rountree teachers have more than five years of teaching experience, and our student/teacher ratio is nearly 15% lower than the state average. A comprehensive staff development plan based on campus or district needs as determined by our data is created yearly to support the effectiveness of each teacher to better meet the needs of each individual learner.

### **Staff Quality, Recruitment, and Retention Needs**

- Paraprofessional staff retention rate
- Maintain highly qualified staff

## **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. Each month we have Best Practice Wednesday, where specific instructional strategies are presented and vertical discussion occur.

Data is used to inform curriculum, instruction, and assessments decisions. Assessments are developed with the purpose of measuring the impact of curriculum and instruction on student learning.

### **Curriculum, Instruction, and Assessment Strengths**

- High level of teaching at performance standard
- ESL and Special Education inclusion support services are aligned with classroom instruction
- Weekly PLCs to review instruction and data led by instructional leadership team
- 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

### **Curriculum, Instruction, and Assessment Needs**

- Process to analyze instructional data to drive instruction
- Professional development in the area of strategies for At-Risk students
- Professional development in the area of Math and Reading

## **Family and Community Involvement**

### **Family and Community Involvement 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 Tuesday folders every week. We take pride in the fact that parents report our office staff as very parent-friendly.

### **Family and Community Involvement Strengths**

- Frequent opportunities for parental involvement
- A Care Coordinator that coordinates community partnerships and seeks out resources to support families
- Robust social media presence provides up-to-date information for parents and the community

### **Family and Community Involvement Needs**

Variety of methods for communication to occur between campus and school about the great things happening on our campus

- Opportunities for parents to learn strategies to support their child's success
- Opportunities for parents to be heard and included in critical decision-making
- Parental participation rates in school activities
- Parental awareness of the importance of educational success in college and career readiness

## **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 meeting or a Review ARD/504 staffing/meeting to make adjustments. We work hard to ensure that instructional time is maximized and uninterrupted. Systems have been put in place in order to ensure effective use of planning time.

### **School Context and Organization Strengths**

- Optimal use of the school day for instruction
- Effective programs to support individualized instruction (AIM, Special Education, and ESL)
- Fidelity to campus requirements for instructional minutes
- The RTI model is utilized effectively
- Intervention and enrichment blocks
- Master schedule maximizes instructional time which includes no split blocks in 4th-6th grade
- 100% compliant with district safety drill requirements

### **School Context and Organization Needs**

- Time management during classroom instruction
- Optimizing collaborative planning opportunities

# Technology

## Technology Summary

We will continue to implement the district's technology learning plan. The district's focus for the 2016-2017 school year is digital learning, and our campus goal includes increasing positive student outcomes through the appropriate use of instructional technology. We currently have a ratio of 1:1 iPads in grade 2 through 6 and 1:2 iPads in Grades EC-1st.

Each year Rountree Elementary completes the Texas Education Agency's School Technology and Readiness (STaR) survey to determine progress toward the state's long-range plan for technology. Teachers and campus leadership are asked to rate four key areas: (1) Use of technology in teaching and learning; (2) Educator preparation and development; (3) Leadership, administration, and instructional support; and (4) Infrastructure for technology. Our campus receives high ratings in all of the four areas.

## Technology Strengths

- All classrooms have computers, SMART boards and document cameras
- Our campus has successfully built a culture in which students are accustomed to using technology in their academic work
- Many instructional software options are available to meet individual student needs
- Rountree maintains a student/device ratio of 1:1 for students in grade 2 through 6 and 1:2 for students in grades EC-1

## Technology Needs

- Professional development to increase teachers' ability to fully utilize instructional software data to guide instruction
- Number of teachers who integrate 21st Century Learning skills into instruction on a daily basis
- Opportunities for collaboration to promote digital learning

# 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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 ELL 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

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility



- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or 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: Continue to strive toward excellence in achievement by all students at all grade levels on the current common metrics.**

**Performance Objective 1:** Rountree Elementary will maintain rigorous standards of achievement in all grade levels to prepare 21st century learners for graduation and post-secondary success.

**Evaluation Data Source(s) 1:** 2016-2017 STAAR Data

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	May
1) Each grade level PLC will use data to evaluate student performance and will adjust/reteach/enrich instruction based on learning outcomes.	3, 4, 8	Administrators, Instructional Coaches, District Instructional Specialist	STAAR, District Simulation and Benchmark, Campus Assessments				
				Funding Sources: Title I - \$76138.00			
2) Provide common 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 Readiness Standards.	1, 2, 9	Administrators, Instructional Coaches and Support staff	Assessment results (iStation, DRA, STAAR, MClass, Benchmarks, CFA's)				
				Funding Sources: Local Funds - \$9750.00, Title I - \$13537.50			
3) Small groups will be pulled during class, IMPACT, and tutoring to target identified specific skills.	9	Teachers, Instructional Coaches, SSI staff, Administrators	Improvement shown through progress monitoring, Benchmarks, Simulation, STAAR Progress Measures, and STAAR Met Standard %				
				Funding Sources: Local Funds - \$9750.00, Title I - \$13537.50			
							

**Goal 1:** Continue to strive toward excellence in achievement by all students at all grade levels on the current common metrics.

**Performance Objective 2:** 80% of 4th grade students will meet the standard in Math compared to last year's 3rd grade Met Standard of 73%.

**Evaluation Data Source(s) 2:** 2016-2017 STAAR data

**Summative Evaluation 2:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) When planning each new instructional unit, the 4th grade PLC will use last year's state, district, and campus data to evaluate low performing objectives and will adjust instruction as needed.	3, 4, 8	Administrators, Instructional Coaches, District Instructional Specialist	STAAR, District Simulation and Benchmark, Campus Assessments				
2) Provide common Intervention/Enrichment time for 4th grade 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 Readiness Standards.	1, 2, 9	Administrators, Instructional Coaches and Support staff	Assessment results (TPRI, STAAR, MClass, Benchmarks, CFA's)				
Funding Sources: Title I - \$20592.00							
3) Use AWARE to disaggregate test data and design teacher-created assessments and to set goals for student improvement.	8	Administrators, Team Leaders, Students	Unit Assessments, Benchmarks, Simulation, STAAR data				
4) Small groups will be pulled during class, IMPACT, and tutoring to target identified specific skills.	9	Teachers, Instructional Coaches, SSI staff, Administrators	Improvement shown through progress monitoring, Benchmarks, Simulation, STAAR Progress Measures, and STAAR Met Standard %				
Funding Sources: Local Funds - \$1625.00, Title I - \$2256.00							
							

**Goal 1:** Continue to strive toward excellence in achievement by all students at all grade levels on the current common metrics.

**Performance Objective 3:** 80% of 4th grade students will meet the standard in Reading compared to last year's 3rd grade Met Standard of 73%.

**Evaluation Data Source(s) 3:** 2016-2017 STAAR data

**Summative Evaluation 3:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) When planning each new instructional unit, the 4th grade PLC will use last year's state, district, and campus data to evaluate low performing objectives and will adjust instruction as needed.	3, 4, 8	Administrators, Instructional Coaches, District Instructional Specialist	STAAR, District Simulation and Benchmark, Campus Assessments				
2) Provide common Intervention/Enrichment time for 4th grade 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 Readiness Standards.	1, 2, 9	Administrators, Instructional Coaches and Support staff	Assessment results (TPRI, STAAR, MClass, Benchmarks, CFA's)				
Funding Sources: Title I - \$21000.00							
3) Use AWARE to disaggregate test data and design teacher-created assessments and to set goals for student improvement.	8	Administrators, Team Leaders, Students	Unit Assessments, Benchmarks, Simulation, STAAR data				
4) Small groups will be pulled during class, IMPACT, and tutoring to target identified specific skills.	9	Teachers, Instructional Coaches, SSI staff, Administrators	Improvement shown through progress monitoring, Benchmarks, Simulation, STAAR Progress Measures, and STAAR Met Standard %				
Funding Sources: Local Funds - \$1625.00, Title I - \$2256.25							
							

**Goal 2: Maintain the Exemplary rating as achieved in 2016-2017 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.**

**Performance Objective 1:** Rountree Elementary School will maintain the Exemplary rating as achieved in 2016-2017 in the local accountability system based on performance in community and student engagement in the eight identified categories.

**Evaluation Data Source(s) 1:** Exemplary Rating on Local Accountability System Accountability Results

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	May
1) Promote college and career readiness by increasing the Level III Advanced percentage for All Tests to 20% or higher. This will be achieved by increasing enrichment opportunities for students to deepen their understanding of essential knowledge and skills.		Teachers, Instructional Coaches, CIS, Administrators	2016 STAAR results with 20% or higher at Level III averaging across all tests.				
2) Promote and facilitate college and career readiness by increasing parental communication and participation by emphasizing their role in the future success and college/career readiness of their child. Providing a minimum of three opportunities for students to explore secondary and post-secondary education options.	1, 6	Leadership sponsors, Counselor, Administrators	Three opportunities provided throughout the 2016-17 school year				
Funding Sources: Title I - \$3000.00							
							

**Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with district expectations all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.**

**Performance Objective 1:** Rountree Elementary School will ensure improvement in student learning by working in high-performing professional learning communities.

**Evaluation Data Source(s) 1:** 2016-2017 STAAR/EOC results, Achievement of Distinction Designations

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Provide job embedded staff development through the District TOT modules, Best Practice Wednesday and Professional Learning Wednesday. Examples include: DRA Calibration, Writing and Reading Student Conferences, Flexible Strategies in Math, Number Talk, Purposeful Small Group instruction, etc.		Instructional Coaches, Instructional Leadership Team, TOT staff participants	Implementation of strategies in the classroom, ALW's, T-TESS				
2) Required weekly grade level collaboratively planning with the supplemental Reading and Math Instructional Coaches who will discuss effective time management strategies and instructional best practices to enhance classroom instruction.	1, 2, 3, 8	Administrators, Instructional Coaches, Teachers	Lesson plans, ALW data, Common Assessments, Benchmarks, Simulation, STAAR data				
Funding Sources: Title I - \$134000.00							
3) Conduct Data meetings to review and reflect on implementation of lesson design to enhance student learning. During these meetings, teachers will utilize data to develop assessments.	8	CIS, Instructional Coaches, Teachers, Administrators	Benchmarks, Simulation, ALW, T-TESS				
4) Principal as Learning Leader: Campus leaders will attend District Professional Learning (Principal as Learning Leader) and provide staff development related to specific sessions attended.		Administrators, ILT, and additional staff based on topic	Implementation of learning as observed in the classrooms, ALW, T-TESS				
							

**Goal 4: Provide opportunities for all students to use technology through project-based activities that reinforce the core curriculum while becoming proficient in all technology application TEKS.**

**Performance Objective 1:** Rountree Elementary School will provide opportunities for all students to use technology through technology-rich activities that reinforce the core curriculum while becoming proficient in all technology application TEKS.

**Evaluation Data Source(s) 1:** Students work samples will be collected that reflect the use of "Technology Application" TEKS.

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	May
1) Incorporate a three-day Rountree Techno Camp in which teachers and students will go through extensive training including technology use, passwords, digital citizenship, etc. within the first two weeks of school during the IMPACT block.	4, 9	Library Media Specialist, Campus Tech, Administrators	Increase in the number of teachers integrating instructional technology into their instruction as evidenced by data collected during Allen Learning Walks; decrease in the number of damaged iPads at the EOY; decrease in the number of reports of inappropriate technology use				
2) Continue providing job-embedded professional development to provide the tools and support that teachers need with the implementation of technology-rich activities.	4	Team Leaders, Library Media Specialist, Instructional Leadership Team	Lesson plans, student work samples				
3) Teachers will receive professional development on using district-created TA TEKS curriculum documents to effectively teach TA TEKS objectives in their lessons.	4	Administrators, Team Leaders, Technology Instructional Specialist	Lesson plans that include TA TEKS that are prescribed in the units as evidenced by Allen Learning Walks, Formal Walk Throughs, Observations				
4) Implementation of "FIRSTT Robotics Club." This club incorporates all elements of STEM (science, technology, engineering, and mathematics).		5th and 6th grade Science teachers, District Science IS	Building and programming Lego Mindstorm EV3 Robots				
							

**Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity.**

**Performance Objective 1:** Rountree Elementary School will provide education and awareness to all students, staff, and school community to promote understanding of diversity.

**Evaluation Data Source(s) 1:** Attendance at events, Parent surveys, Student participation

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Encourage student participation in the Art Display at the District Diversity Showcase by publicizing the program on campus.		Art Teacher, Administrators	# of student participation				
	Funding Sources: Local Funds - \$200.00						
2) Continue with Parent Education Night events to support parents with academic and social development of their children.	6	Counselor, Care Coordinator, Administrators	Feedback from parent surveys				
	Funding Sources: Title I - \$1000.00						
3) Continue creating inclusive opportunities for students to participate in extra-curricular activities/clubs.		Club sponsors	# of students participating in activities or clubs				
	Funding Sources: Local Funds - \$500.00						
							



**Goal 5:** Provide education and awareness to all students, staff and school community to promote understanding of diversity.

**Performance Objective 2:** Rountree Elementary School will promote a school involvement program that engages all stakeholders. We will improve communication plan to increase parent and community engagement.

**Evaluation Data Source(s) 2:** Parent meeting attendance rates and parent survey data

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	May
1) We will provide opportunities for parents to give feedback and partner in making campus-wide decisions. Opportunities include: Coffee with the Principal, Popcorn with the Principal, and Parent Survey.	1, 6	Administrators	Changes due to parental input from meetings and parent survey.				
<p><b>Critical Success Factors</b> CSF 5</p> 2) Rountree will offer several Parent Education Night events. Rountree will also provide parent education resources to increase parental engagement and to empower parents to support their child's learning.	1, 4, 6	Counselor, Care Coordinator, Administrators	# of participants, feedback from surveys				
Funding Sources: Title I - \$2000.00							
3) PTA sponsored events will be held to invite parents into the school to foster positive relationships.	6	Administrators, Counselor, Care Coordinator	Maintain or increase attendance at events; school climate survey				
4) Improve parental communication to emphasize the importance of their role and participation in critical decision-making on campus in areas such as the Site-Based Decision Making Committee and other campus activities and committees.	1, 2, 6	Administrators, Care Counselor	Increased participation in campus committees and other school activities, as evidenced by increased attendance data				
5) Rountree Elementary will partner with the Allen Early Childhood PTA to conduct a Kindergarten Readiness event to support families as their child transitions from early childhood education into kindergarten. Resources will be provided to parents at the event to provide strategies and tools for supporting their child's learning at home.	6, 7	Special Programs Coordinator	Survey data; attendance rates				
Funding Sources: Local Funds - \$300.00, Title I - \$1000.00							
6) Provide transitional activities such as Kindergarten Roundup to support early learners with their transition into kindergarten. Offer Meet the Teacher day in which parents attend school with their child during the first day of Pre-Kindergarten. Implement a communication system in which student data and intervention plans are communicated to the student's teacher the following year.	6, 7	Administrators, instructional staff	Survey data; number of students and families participating in events				
Funding Sources: Local Funds - \$100.00							


 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 5:** Provide education and awareness to all students, staff and school community to promote understanding of diversity.

**Performance Objective 3:** Rountree Elementary School will provide support and resources to parents in an effort to encourage student/family stability.

**Evaluation Data Source(s) 3:** Maintain or decrease current mobility rate

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	May
1) The Care Coordinator will lead campus effort in providing resources and support for parents in an effort to connect them with needed programs and services in the community which supports the reduction in the campus mobility rate. Programs will include: Community Fair, Allen Community Outreach partnership, Allen Ministerial Alliance partnership, Adopt-A-School, Food 4 Kids, Clothe-A-Child, Rack Room Shoes partnership, etc.	1, 2, 6, 10	Administrators and Care Coordinator	Maintain or decrease overall mobility rate, Survey data, # of participants				
	Funding Sources: Title I - \$46839.00						
							





**Goal 6: Provide a safe and structured program designed to meet the academic and social needs of our diverse student population. All students will be educated in a learning environment that is safe, drug-free, and conducive to learning that leads to graduation for all students.**

**Performance Objective 1:** Rountree Elementary School will provide a safe and secure environment to meet the academic and social needs of our students. Our students will be educated in a learning environment that is safe, drug-free, and conducive to learning that leads to graduation for all students.

**Evaluation Data Source(s) 1:** Drill documentation, After Actions reviews, Discipline referrals, Safety survey, Attendance Rate

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	May
1) Implement Year 1 of PBIS (Positive Behavior Management System). Our PBIS committee will collaborate, strategize, and monitor disciplinary needs. In addition, the disciplinary committee will review and improve current systems in place in an effort to decrease disciplinary referrals and ultimately improve student performance.	1, 2, 4	Administrators, PBIS committee	PBIS team meeting notes; decrease in the number of disciplinary referrals				
2) Conduct regular safety drills that meet the district required procedures.		Administrators, Safe and Secure Schools department, Campus Crisis Response Team	Monthly drill reports, After Action reviews, State Fire drill documentation				
3) All staff and students will receive training and follow-up in the Campus Standard Response protocol.		Assistant Principal, Safe and Secure Schools department	Completion of training, Sign in sheets at training				
4) Counselor will provide guidance lessons covering drug awareness, bullying, and cyber-safety to students.		Counselor, Administrators	# of Initial Safety Incident reports, Student Safety Survey, Parent Climate survey				
5) In order to address the unique needs of gender ratios that are heavily male, we will provide additional staff development in the area of positive behavior management support strategies. We will also purchase additional resources to support the attention and focus of male students.	2, 3, 4, 9	Administrators, PBIS committee	Decrease in the number of disciplinary referrals due to classroom disruption; implementation of improved disciplinary management systems				
Funding Sources: Title I - \$2000.00							
6) Rountree will participate in a district initiated safety audit.		Administrators, Safe and Secure Schools department, Staff	Audit feedback from data				


 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 7: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.**

**Performance Objective 1:** Rountree Elementary will maintain effective and efficient management of resources in operations to maximize learning for all students and staff.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	May
1) All staff will complete the district required eCourses.		All staff members	Certificates from Eduphoria				
2) The campus principal, secretary, and 461 sponsors will participate in the district financial audits throughout the year.		Principal, Secretary, Teachers	District audit data report				
							

# Title I

## Schoolwide Program Plan

Rountree has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 1.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

Rountree has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and is the driving force most impacting the campus improvement plan. The activities we conducted are as follows:

1. Establishing a planning team composed of teachers, parents, and community members,
2. Creating a shared mission and vision for schoolwide reform,
3. Use multiple sources of formative and summative data, and
4. Analyze our data to ensure that learning needs of every child are met.

PL107-110, Section 1114(b)(1)(A)

### 2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research.
2. Identify how each activity in our school strengthens the core academic program.
3. Identify scientifically-based research programs that increase the amount and quality of learning time.
  - Review the master schedule to identify opportunities for extended learning time.
  - Investigate how manipulatives are used in the various core areas.
4. Identify programs within our school that address enriched and accelerated curriculum issues.
5. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

PL 107-110, Section 1114(b)(1)(B)

### **3: Instruction by highly qualified professional teachers**

Instruction at Rountree is provided by highly qualified teachers to all students.

1. Provide time off for professional development.
2. Provide an effective mentoring system.
3. Assign teachers for a "best-fit" of their strengths.
4. Professional development of "in-place" programs prior to school year with ongoing evaluations of effectiveness.
5. Monitor effectiveness of teachers by frequent walk-throughs.
6. Provide time for teachers to observe master teachers in the classroom.
7. Provide opportunities for collaboration in looking at formative and summative testing results and analyzing teaching strategies to provide needed instruction for non-mastered instruction.

PL 107-110, Section 1114(b)(1)(C)

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

Rountree utilized high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the State's academic achievement standards.

1. Select the professional development that meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate.
2. Provide opportunities for all staff to obtain training in programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
4. Allow teachers to attend professional developments through the year on content areas specific to teacher's assignment.
5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.
6. Schedule "specials" during the same time blocks so teachers have time to collaborate and/or receive training.

### **5: Strategies to attract highly qualified teachers**

Allen ISD and Rountree provides strategies to attract and retain highly qualified teachers.

1. Attend college and ESC job fairs.
2. Provide salary based incentives for high-need content areas.
3. Guarantee small classroom size.
4. Provide mentoring program.



## **6: Strategies to increase parental involvement**

Parental involvement is the participation of parents in regular, two-way, and meaningful communication involving student academic learning and school activities.

1. Notification: Rountree will send information to parents in a language and format they can understand, including: parents' right to know teacher qualifications, parents' right to know non-highly qualified teacher, annual report cards, reports regarding student achievement, parental involvement policy and school-parent compact.
2. Consultation: Rountree will include parents in the development of the parental involvement policy and school-parent compact, and seek input from parents to evaluate the parental involvement program.
3. Building Capacity: Rountree will assist parents in understanding the state's academic content and achievement standards and requirements of the Title 1 program.

## **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Rountree works to provide school opportunities that mirror school age experiences while provide age appropriate scaffolding.

1. Utilize TEA Pre-K Guidelines
2. Provide routine daily schedule
3. Offer breakfast and lunch
4. Needs assessment, monitor, and intervention (EOY,MOY,BOY)
5. Parent Education with Kindergarten Teacher
6. Parent Teacher Conferences
7. Partner with the Allen Early Childhood PTA to provide Kindergarten Readiness event for parents and community

## **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual**

## **students and the overall instructional program**

In addition to state performance data, measures are in place to include teachers in the decisions regarding the use of academic assessments in order to provide information on , and to improve, the achievement of individual students and the overall instructional program.

1. Provide opportunities for teachers to work together in developing student assessments.
2. Provide opportunities for teachers to meet for collaboration and evaluation of assessments by examining student work/responses to assessments.
3. Provide opportunities for teachers to use assessment data to determine gaps in curriculum and evaluate teaching strategies.
4. Teachers are provided professional development in the types of different assessments, how to design effective assessments, and how to analyze the data.
5. Provide professional development on using data to make instructional decisions, improve curriculum, and design assessments.

PL 107-110, Section 114(B)(1)(H); Section 1111(b)(3)

### **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Our school wide plan include activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement levels are provided with effective, timely additional assistance which includes measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

1. Analyze individual student data and/or student work to determine appropriate activities.
2. Provide for extended learning opportunities such as Saturday school and summer school.
3. Provide individual/small group learning sessions.
4. Incorporate computer assisted learning.
5. Provide school counseling services.
6. Link parents to appropriate resources such as: counseling services, out-reach programs, community agencies, etc.
7. Provide professional development in effective teaching strategies or best practices, and implement strategies for appropriate activities.
8. Provide a rich curriculum that includes real work connections and enrichment activities.

PL 107-110, Section 1114(b)(1)(I)

### **10: Coordination and integration of federal, state and local services and programs**

Effective schools coordinate and integrate programs and services by drawing on a wide range of resources such as funding, human, organizational, and facility, etc. Research shows the importance of monitoring the impact of this component to ensure that all students receive quality education, becoming academically proficient and reaching advanced levels of achievement.

1. Document the Federal, State, and local services and programs such as:
  - Title Programs
  - Nutrition Programs
  - Homeless Programs
  - Violence Prevention Programs
  - Adult Education
  - Job Training
2. List resources and services that have common requirements such as:
  - Professional Development
  - Parental Involvement
  - Violence Prevention
3. Document all coordinated programs, services, and funds in the correct location on the Campus Improvement Plan to show the school has met the intent and purpose of each program.

Section 1114 of Title 1, Part A, PL 107-110 of NCLB

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beth Bentley	Care Coordinator	Title I	1
Caroline Kao	Instructional Aide	Title I	1
Geeta Ramachandran	Instructional Aide	Title I	1
Jennifer Carlson	Math Instructional Coach	Title I	1
Susan Demarest	Dean of Students	Title I	1
Tami Fee	Reading Instructional Coach	Title I	1

## 2016-2017 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Melissa Pursifull	Campus Principal
Business Representative	Rafael Rodriguez	Business Representative
Classroom Teacher	Angela Mabrey	Classroom Teacher
Classroom Teacher	Christy Wenner	Classroom Teacher
Community Representative	Carson Doss	Community Representative
District-level Professional	Abigail Hobart	Special Programs Coordinator
Non-classroom Professional	Jennifer Carlson	Math Instructional Coach
Non-classroom Professional	Laura Climber	Campus Nurse
Non-classroom Professional	Michele Fesenbek	Counselor
Parent	Toni Hazlett	Parent Representative

# Campus Funding Summary

<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	1	1	Supplemental Support Staff		\$76,138.00
1	1	3	small group targeted tutoring instruction		\$13,537.50
1	2	2	Supplemental Support Staff		\$20,592.00
1	2	4	small group targeted tutoring instruction		\$2,256.00
1	3	2	Supplemental Staff		\$21,000.00
1	3	4	small group targeted tutoring instruction		\$2,256.25
2	1	2	Parent Engagement		\$3,000.00
3	1	2	Supplemental Staff		\$134,000.00
5	1	2	Supplies and materials		\$1,000.00
5	2	2	Supplies and materials; Practical Parent Education program; provide parents with access to Ready Rosie Parental Engagement Online Program		\$2,000.00
5	2	5	Resources/supplies--Parent engagement		\$1,000.00
5	3	1	Supplemental staff		\$46,839.00
6	1	5	sensory resources and professional development		\$2,000.00
<b>Sub-Total</b>					<b>\$325,618.75</b>
<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	1	3	small group targeted tutoring instruction		\$9,750.00
1	2	4	small group targeted tutoring instruction		\$1,625.00
1	3	4	small group targeted tutoring instruction		\$1,625.00
5	1	1	Supplies and materials		\$200.00
5	1	3	Supplies and materials		\$500.00
5	2	5	Supplies and materials		\$300.00

5	2	6	Supplies and materials		\$100.00
				<b>Sub-Total</b>	\$14,100.00
				<b>Grand Total</b>	\$339,718.75