

# Marshall Independent School District

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**2016-2017**

## **Robert E Lee Elementary** **Campus Plan of Action**

***Making a World of Difference***

**Sherry Davis, Principal/ David Simpson, Principal**  
**1315 Calloway St.**  
**Marshall, TX 75670**  
**(903) 927-8890**

## BOARD MEMBERS

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Marshall ISD / School Board / Board Members



**Mrs. Barbara Alexander**  
MISD Trustee District 2



**Mr. Brad Burris**  
MISD Trustee Member At-Large



**Mr. Brad Howlett**  
MISD Trustee District 4



**Mrs. Cathy Marshall**  
MISD Trustee Member At-Large



**Mr. Chase Palmer**  
MISD Trustee District 5



**Mrs. Helen Warwick**  
MISD Trustee District 3 - Board President



**Mrs. Charles Wilson**  
MISD Trustee District 1

| Student Demographics (2016 - 2017 Preliminary Fall PEIMS file loaded 09/07/2016) | Count | Percent |
|--|-------|---------|
| <i>Gender</i>  |       |         |
| Female   | 150   | 48.54%  |
| Male   | 159   | 51.46%  |
| <i>Ethnicity</i>   |       |         |
| Hispanic-Latino  | 111   | 35.92%  |
| <i>Race</i>  |       |         |
| American Indian - Alaskan Native   | 0     | 0.00%   |
| Asian  | 0     | 0.00%   |
| Black - African American   | 117   | 37.86%  |
| Native Hawaiian - Pacific Islander   | 0     | 0.00%   |
| White  | 67    | 21.68%  |
| Two-or-More  | 14    | 4.53%   |

| Special Services (2016 - 2017 Preliminary Fall PEIMS file loaded 09/07/2016) | Count | Percent |
|--|-------|---------|
| <i>Top Primary Disabilities</i>  |       |         |
| Speech impairment  | 11    | 50.00%  |
| Autism   | 5     | 22.00%  |
| Intellectual Disability  | 2     | 9.00%   |
| Learning disability  | 2     | 9.00%   |
| <i>Instructional Settings</i>  |       |         |
| Speech Therapy code (00)   | 11    | 50.00%  |
| Homebound code (01)  | 0     | 0.00%   |
| Hospital Class code (02)   | 0     | 0.00%   |
| Mainstream code (40)   | 1     | 4.55%   |
| Resource Room codes (41,42)  | 5     | 22.73%  |
| VAC code (08)  | 0     | 0.00%   |
| Off Home Campus codes (91,92,93,94,95,96,97,98)                              | 0     | 0.00%   |
| State School code (30)   | 0     | 0.00%   |
| Residential Care codes (81,82,83,84,85,86,87,88,89)                          | 0     | 0.00%   |
| Self-Contained codes (43,44)   | 5     | 22.73%  |
| Full-Time Early Childhood code (45)  | 0     | 0.00%   |

| Student by Program (2016 - 2017 Preliminary Fall PEIMS file loaded 09/07/2016) | Count | Percent |
|--|-------|---------|
| Bilingual  | 0     | 0.00%   |
| English as a Second Language (ESL)   | 62    | 20.06%  |
| Career and Technical Education (CTE)   | 0     | 0.00%   |
| Free Lunch Participation   | 246   | 79.61%  |
| Reduced Lunch Participation  | 13    | 4.21%   |
| Other Economically Disadvantaged   | 0     | 0.00%   |
| Gifted & Talented  | 5     | 1.62%   |
| Special Education (SPED)   | 22    | 7.12%   |
| Title 1 Participation  | 309   | 100.00% |
| Dyslexia   | 1     | 0.32%   |
| <i>Homeless Statuses</i>   |       |         |
| Homeless Status Total  | 6     | 1.94%   |
| Shelter  | 0     | 0.00%   |
| Doubled Up   | 6     | 1.94%   |
| Unsheltered  | 0     | 0.00%   |
| Hotel/Motel  | 0     | 0.00%   |

| Other Student Information (2016 - 2017 Preliminary Fall PEIMS file loaded 09/07/2016) | Count | Percent |
|---|-------|---------|
| At-Risk   | 131   | 42.39%  |
| Economically Disadvantaged  | 259   | 83.82%  |
| Title I Homeless  | 0     | 0.00%   |
| Immigrant   | 3     | 0.97%   |
| Limited English Proficient (LEP)  | 65    | 21.04%  |
| Migrant   | 0     | 0.00%   |
| Military Connected  | 2     | 0.65%   |
| Foster Care   | 1     | 0.32%   |
| CTE Single Parent/Pregnant Teen   | 0     | 0.00%   |
| Section 504 (No Section 504 File for 2017)  | 0     | 0.00%   |

# R E LEE EL

## **Mission**

*The mission of Robert E. Lee Elementary is to ensure that all stakeholders experience personal and professional success on a daily basis.*

## **Vision**

*Our students...*

*Lee Elementary will provide a safe structured learning environment that challenges students' abilities daily and encourages them to maximize their learning potential. We will also encourage the development of social skills that will enable our students to make good choices while leading a productive and purposeful life.*

*Our faculty and staff...*

*Lee Elementary will provide an environment that encourages and supports its staff personally and professionally. We will exhibit professionalism daily and be positive role models for the students of our school.*

### Nondiscrimination Notice

R E LEE EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

## R E LEE EL Site Base

| Name             | Position       |
|------------------|----------------|
| Anderson, Sandra | Res Teacher    |
| Carroll, Lisa    | 1st            |
| Davis, Sherry P  | Principal      |
| Dixon, Cortina   | 3rd            |
| Hodge, Angela    | PE             |
| Mckelvey, Doris  | ESL            |
| Mills, Erica     | 3rd            |
| Moore, Natasha   | K              |
| Peel, Kim        | Campus Manager |
| Purnell, Janet   | Campus User    |
| Simpson, David   | Principal      |
| Tillman, Mary    | 4th            |

# Resources

| Resource         | Source |
|------------------|--------|
| No rows defined. |        |

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2016/2017 school year.)*

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

# TEXAS EDUCATION AGENCY

## 2016 Accountability Summary

### R E LEE EL (102902106) - MARSHALL ISD

### Accountability Rating

**Improvement Required**

#### Met Standards on

- Closing Performance Gaps
- Postsecondary Readiness

#### Did Not Meet Standards on

- Student Achievement
- Student Progress

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

### Distinction Designation

#### Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

#### Academic Achievement in Mathematics

NO DISTINCTION EARNED

#### Academic Achievement in Science

NOT ELIGIBLE

#### Academic Achievement in Social Studies

NOT ELIGIBLE

#### Top 25 Percent Student Progress

NO DISTINCTION EARNED

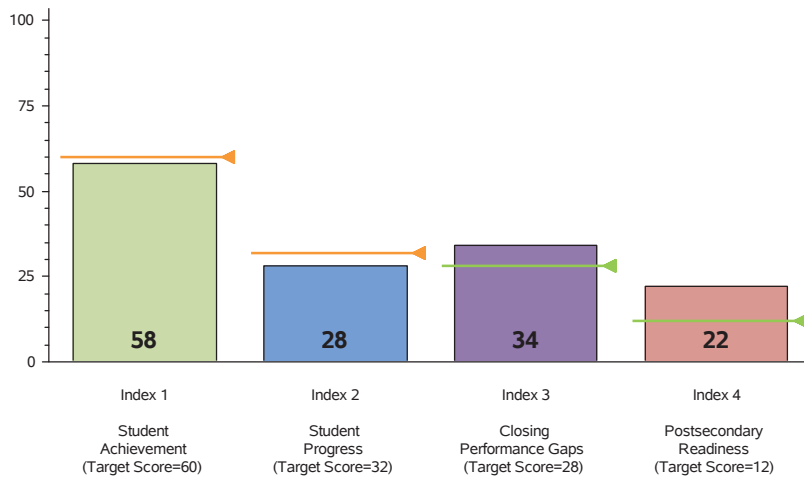
#### Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

#### Postsecondary Readiness

NO DISTINCTION EARNED

### Performance Index Report



### Campus Demographics

|                                    |              |
|------------------------------------|--------------|
| Campus Type                        | Elementary   |
| Campus Size                        | 334 Students |
| Grade Span                         | KG - 04      |
| Percent Economically Disadvantaged | 88.6         |
| Percent English Language Learners  | 25.1         |
| Mobility Rate                      | 17.5         |

### Performance Index Summary

| Index                         | Points Earned | Maximum Points | Index Score |
|-------------------------------|---------------|----------------|-------------|
| 1 - Student Achievement       | 178           | 305            | 58          |
| 2 - Student Progress          | 279           | 1,000          | 28          |
| 3 - Closing Performance Gaps  | 475           | 1,400          | 34          |
| 4 - Postsecondary Readiness   |               |                |             |
| STAAR Score                   | 21.7          |                |             |
| Graduation Rate Score         | N/A           |                |             |
| Graduation Plan Score         | N/A           |                |             |
| Postsecondary Component Score | N/A           |                | 22          |

### System Safeguards

#### Number and Percentage of Indicators Met

|                     |                           |
|---------------------|---------------------------|
| Performance Rates   | 4 out of 12 = 33%         |
| Participation Rates | 12 out of 12 = 100%       |
| Graduation Rates    | N/A                       |
| <b>Total</b>        | <b>16 out of 24 = 67%</b> |

For further information about this report, please see the Performance Reporting Division website at <https://rptsrv1.tea.texas.gov/perfreport/account/2016/index.html>



**TEXAS EDUCATION AGENCY**  
**2016 System Safeguards - Status Report**  
**R E LEE EL (102902106) - MARSHALL ISD**

**CONFIDENTIAL**

|                                   | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | ELL (Current & Monitored) | ELL + | Total Met | Total Eligible | Percent of Eligible Measures Met |
|-----------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|------------|---------------------------|-------|-----------|----------------|----------------------------------|
| <b>Performance Status - State</b> |              |                  |          |       |                 |       |                  |                   |             |            |                           |       |           |                |                                  |
| State Target                      | 60%          | 60%              | 60%      | 60%   | 60%             | 60%   | 60%              | 60%               | 60%         | 60%        | 60%                       |       |           |                |                                  |
| Reading                           | N            | N                | N        |       |                 |       |                  |                   | N           |            | N                         |       | 0         | 5              | 0                                |
| Mathematics                       | Y            | Y                | N        |       |                 |       |                  |                   | Y           |            | Y                         |       | 4         | 5              | 80                               |
| Writing                           | N            |                  |          |       |                 |       |                  |                   | N           |            |                           |       | 0         | 2              | 0                                |
| Science                           |              |                  |          |       |                 |       |                  |                   |             |            |                           |       | 0         | 0              |                                  |
| Social Studies                    |              |                  |          |       |                 |       |                  |                   |             |            |                           |       | 0         | 0              |                                  |
| <b>Total</b>                      |              |                  |          |       |                 |       |                  |                   |             |            |                           |       | <b>4</b>  | <b>12</b>      | <b>33</b>                        |

|                                     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
|-------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|--|--|
| <b>Performance Status - Federal</b> |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| Federal Target                      | 87% | 87% | 87% | 87% |     |     |     |     | 87% | 87% | 87% |     |  |  |  |
| Reading                             | N   | N   | N   |     | n/a | n/a | n/a | n/a | N   |     | N   | n/a |  |  |  |
| Mathematics                         | N   | N   | N   |     | n/a | n/a | n/a | n/a | N   |     | N   | n/a |  |  |  |

|                             |     |     |     |     |     |     |     |     |     |     |  |     |           |           |            |
|-----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|-----|-----------|-----------|------------|
| <b>Participation Status</b> |     |     |     |     |     |     |     |     |     |     |  |     |           |           |            |
| Target                      | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% |  | 95% |           |           |            |
| Reading                     | Y   | Y   | Y   | Y   |     |     |     |     | Y   |     |  | Y   | 6         | 6         | 100        |
| Mathematics                 | Y   | Y   | Y   | Y   |     |     |     |     | Y   |     |  | Y   | 6         | 6         | 100        |
| <b>Total</b>                |     |     |     |     |     |     |     |     |     |     |  |     | <b>12</b> | <b>12</b> | <b>100</b> |

|   |  |  |  |  |  |  |  |  |  |  |  |  |          |          |  |
|---|--|--|--|--|--|--|--|--|--|--|--|--|----------|----------|--|
| <b>Federal Graduation Status (Target: See Reason Codes)</b> |  |  |  |  |  |  |  |  |  |  |  |  |          |          |  |
| Graduation Target Met                                       |  |  |  |  |  |  |  |  |  |  |  |  | 0        | 0        |  |
| Reason Code ***   |  |  |  |  |  |  |  |  |  |  |  |  |          |          |  |
| <b>Total</b>  |  |  |  |  |  |  |  |  |  |  |  |  | <b>0</b> | <b>0</b> |  |

|  |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|-----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <b>District: Met Federal Limits on Alternative Assessments</b> |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Reading</b>   |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Alternate 1%   | n/a |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Number Proficient  | n/a |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Federal Cap Limit  | n/a |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Mathematics</b>   |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Alternate 1%   | n/a |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Number Proficient  | n/a |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Federal Cap Limit  | n/a |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Total</b>   |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|                      |  |  |  |  |  |  |  |  |  |  |  |  |           |           |           |
|----------------------|--|--|--|--|--|--|--|--|--|--|--|--|-----------|-----------|-----------|
| <b>Overall Total</b> |  |  |  |  |  |  |  |  |  |  |  |  | <b>16</b> | <b>24</b> | <b>67</b> |
|----------------------|--|--|--|--|--|--|--|--|--|--|--|--|-----------|-----------|-----------|

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS).

\*\*\* Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 88%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

d = Five-year Graduation Rate Target of 90%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

**TEXAS EDUCATION AGENCY**  
**2016 System Safeguards - Performance and Participation Data Table**  
**R E LEE EL (102902106) - MARSHALL ISD**

**CONFIDENTIAL**

|   | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | ELL (Current & Monitored) | ELL (Current) |
|---|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|------------|---------------------------|---------------|
| <b>Performance Rates</b>                  |              |                  |          |       |                 |       |                  |                   |             |            |                           |               |
| <b>Reading</b>                            |              |                  |          |       |                 |       |                  |                   |             |            |                           |               |
| # at Level II Satisfactory Standard       | 68           | 26               | 20       | 18    | 0               | 0     | 0                | 4                 | 57          | 2          | 12                        | n/a           |
| Total Tests                               | 124          | 48               | 44       | 23    | 0               | 0     | 0                | 9                 | 110         | 12         | 33                        | 30            |
| % at Level II Satisfactory Standard       | 55%          | 54%              | 45%      | 78%   | -               | -     | -                | 44%               | 52%         | 17%        | 36%                       | n/a           |
| <b>Mathematics</b>                        |              |                  |          |       |                 |       |                  |                   |             |            |                           |               |
| # at Level II Satisfactory Standard       | 79           | 30               | 26       | 17    | 0               | 0     | 0                | 6                 | 67          | 4          | 21                        | n/a           |
| Total Tests                               | 124          | 48               | 44       | 23    | 0               | 0     | 0                | 9                 | 110         | 12         | 33                        | 30            |
| % at Level II Satisfactory Standard       | 64%          | 63%              | 59%      | 74%   | -               | -     | -                | 67%               | 61%         | 33%        | 64%                       | n/a           |
| <b>Writing</b>                            |              |                  |          |       |                 |       |                  |                   |             |            |                           |               |
| # at Level II Satisfactory Standard       | 31           | 12               | 11       | 7     | 0               | 0     | 0                | 1                 | 28          | 1          | 8                         | n/a           |
| Total Tests                               | 57           | 23               | 20       | 12    | 0               | 0     | 0                | 2                 | 50          | 3          | 14                        | 13            |
| % at Level II Satisfactory Standard       | 54%          | 52%              | 55%      | 58%   | -               | -     | -                | 50%               | 56%         | 33%        | 57%                       | n/a           |
| <b>Science</b>                            |              |                  |          |       |                 |       |                  |                   |             |            |                           |               |
| # at Level II Satisfactory Standard       | 0            | 0                | 0        | 0     | 0               | 0     | 0                | 0                 | 0           | 0          | 0                         | n/a           |
| Total Tests                               | 0            | 0                | 0        | 0     | 0               | 0     | 0                | 0                 | 0           | 0          | 0                         | 0             |
| % at Level II Satisfactory Standard       | -            | -                | -        | -     | -               | -     | -                | -                 | -           | -          | -                         | n/a           |
| <b>Social Studies</b>                     |              |                  |          |       |                 |       |                  |                   |             |            |                           |               |
| # at Level II Satisfactory Standard       | 0            | 0                | 0        | 0     | 0               | 0     | 0                | 0                 | 0           | 0          | 0                         | n/a           |
| Total Tests                               | 0            | 0                | 0        | 0     | 0               | 0     | 0                | 0                 | 0           | 0          | 0                         | 0             |
| % at Level II Satisfactory Standard       | -            | -                | -        | -     | -               | -     | -                | -                 | -           | -          | -                         | n/a           |
| <b>Participation Rates</b>                |              |                  |          |       |                 |       |                  |                   |             |            |                           |               |
| <b>Reading: 2015-2016 Assessments</b>     |              |                  |          |       |                 |       |                  |                   |             |            |                           |               |
| Number Participating                      | 135          | 52               | 48       | 25    | 0               | 0     | 0                | 10                | 118         | 14         | n/a                       | 31            |
| Total Students                            | 135          | 52               | 48       | 25    | 0               | 0     | 0                | 10                | 118         | 14         | n/a                       | 31            |
| Participation Rate                        | 100%         | 100%             | 100%     | 100%  | -               | -     | -                | 100%              | 100%        | 100%       | n/a                       | 100%          |
| <b>Mathematics: 2015-2016 Assessments</b> |              |                  |          |       |                 |       |                  |                   |             |            |                           |               |
| Number Participating                      | 135          | 52               | 48       | 25    | 0               | 0     | 0                | 10                | 118         | 14         | n/a                       | 31            |
| Total Students                            | 135          | 52               | 48       | 25    | 0               | 0     | 0                | 10                | 118         | 14         | n/a                       | 31            |
| Participation Rate                        | 100%         | 100%             | 100%     | 100%  | -               | -     | -                | 100%              | 100%        | 100%       | n/a                       | 100%          |

- Indicates there are no students in the group.  
n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY  
**2016 System Safeguards - Graduation and Federal Limits Data Table**  
 R E LEE EL (102902106) - MARSHALL ISD

CONFIDENTIAL

|  | All<br>Students | African<br>American | Hispanic | White | American<br>Indian | Asian | Pacific<br>Islander | Two or<br>More<br>Races | Econ<br>Disadv | Special<br>Ed | ELL<br>(Ever HS) | ELL<br>(Current) |
|--|-----------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------|---------------|------------------|------------------|
| <b>Federal Graduation Rates</b>  |                 |                     |          |       |                    |       |                     |                         |                |               |                  |                  |
| <b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015</b> |                 |                     |          |       |                    |       |                     |                         |                |               |                  |                  |
| Number Graduated   | -               | -                   | -        | -     | -                  | -     | -                   | -                       | -              | -             | -                | n/a              |
| Total in Class   | -               | -                   | -        | -     | -                  | -     | -                   | -                       | -              | -             | -                | -                |
| Graduation Rate  | -               | -                   | -        | -     | -                  | -     | -                   | -                       | -              | -             | -                | n/a              |
| <b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014</b> |                 |                     |          |       |                    |       |                     |                         |                |               |                  |                  |
| Number Graduated   | -               | -                   | -        | -     | -                  | -     | -                   | -                       | -              | -             | -                | n/a              |
| Total in Class   | -               | -                   | -        | -     | -                  | -     | -                   | -                       | -              | -             | -                | -                |
| Graduation Rate  | -               | -                   | -        | -     | -                  | -     | -                   | -                       | -              | -             | -                | n/a              |
| <b>5-year Extended Graduation Rate (Gr 9-12): Class of 2014</b>            |                 |                     |          |       |                    |       |                     |                         |                |               |                  |                  |
| Number Graduated   | -               | -                   | -        | -     | -                  | -     | -                   | -                       | -              | -             | -                | n/a              |
| Total in Class   | -               | -                   | -        | -     | -                  | -     | -                   | -                       | -              | -             | -                | -                |
| Graduation Rate  | -               | -                   | -        | -     | -                  | -     | -                   | -                       | -              | -             | -                | n/a              |
| <b>District: Met Federal Limits on Alternative Assessments</b>             |                 |                     |          |       |                    |       |                     |                         |                |               |                  |                  |
| <b>Reading</b>   |                 |                     |          |       |                    |       |                     |                         |                |               |                  |                  |
| Number Proficient  | n/a             |                     |          |       |                    |       |                     |                         |                |               |                  |                  |
| Total Federal Cap Limit  | n/a             |                     |          |       |                    |       |                     |                         |                |               |                  |                  |
| <b>Mathematics</b>   |                 |                     |          |       |                    |       |                     |                         |                |               |                  |                  |
| Number Proficient  | n/a             |                     |          |       |                    |       |                     |                         |                |               |                  |                  |
| Total Federal Cap Limit  | n/a             |                     |          |       |                    |       |                     |                         |                |               |                  |                  |

- Indicates there are no students in the group.  
 n/a Indicates the student group is not applicable to System Safeguards.



Marshall Independent School District  
Comprehensive Needs Assessment Summary 2016-2017

District Goal 1. Improve the academic performance of all students.

|  |   |
|--|---|
| <u>Reading</u> <ul style="list-style-type: none"><li>Seventy percent of all student groups will meet standard on the state STAAR assessment.</li></ul> | <u>Science</u> <ul style="list-style-type: none"><li>All students will follow the TRS Scope &amp; Sequence for science.</li></ul>                 |
| <u>Writing</u> <ul style="list-style-type: none"><li>Seventy percent of all student groups will meet standard on the state STAAR assessment.</li></ul> | <u>Social Studies</u> <ul style="list-style-type: none"><li>All students will follow the TRS Scope &amp; Sequence for social studies.</li></ul>   |
| <u>Math</u> <ul style="list-style-type: none"><li>Seventy percent of all student groups will meet standard on the state STAAR assessment.</li></ul>    | <u>ELL</u> <ul style="list-style-type: none"><li>Identified students will be pulled for 30 minutes each day to receive ESL instruction.</li></ul> |
| <u>Special ed.</u> <ul style="list-style-type: none"><li>Identified resource students will be pulled every day according to their IEP.</li></ul>       |   |

**Priorities**

1. **Meet academic standards in reading, writing, and math on the state STAAR assessment.**

**Focus Strategies**

1. Implement balanced literacy with fidelity.
2. Analyze student data for targeted intervention.
3. Provide targeted intervention to those students in need.



**District Goal 2. All student groups will meet at least the minimum criteria for the System Safeguards under the Texas Education Agency Accountability System.**

**Strengths**

- Lee’s African American and EcD met the state standard of 60% passing on the STAAR math assessment.
- Campus has one experienced reading interventionist already.

**Weaknesses**

- Af/Amer, Hisp and EcD failed to meet state standards in reading; Hispanic – failed to meet standard in math; and EcD failed to meet standard in writing
- An additional reading interventionist and two math interventionist are needed.

**Priorities**

1. **All Tier 2 and Tier 3 students will be pulled for a minimum of thirty minutes each day.**

**Focus Strategies**

1. Provide ongoing training for reading and writing teachers.
2. Provide additional intervention/direct instruction for all students in need.
3. Math will be specifically addressed through interventions, and balanced literacy will be implemented with fidelity school-wide.

**District Goal 3. Recruit, employ and retain a well-qualified and professional staff.**

**Strengths**

- Current teaching staff is composed of teachers who meet highly qualified status.

**Weaknesses**

- Late hire dates of two teachers
- Alternative program training
- Several teachers in new content areas and grade level

**Priorities**

1. **Hire earlier in the spring hiring cycle, and provide appropriate balanced literacy training for new teachers, plus update training for all teachers**

**Focus Strategies**

1. Attend spring job fairs.
2. Collaborate closely with the Teacher Education Departments of local universities to track qualified candidates.



**District Goal 4. To communicate with all components of school and community.**

**Strengths**

- Consistent communication between home and school.
- Campus Community Fair brings together Lee families and a variety of local support agencies.
- Campus phone call-out system is used consistently to inform parents.

**Weaknesses**

- No specific weekday designated for sending parent communications home with students.

**Priorities**

1. **Continue developing procedures for communication between home and school.**
2. **Continue our teacher training partnerships with local universities.**

**Focus Strategies**

1. Designate a specific day of the week for parents to always expect student folders and other school to home communications.
2. To increase effectiveness, limit campus partnerships with university volunteers.

**District Goal 5. Provide a safe environment at all campuses.**

**Strengths**

- A comprehensive emergency procedures plan is in place.

**Weaknesses**

- Lack of consistency in practice with the plan is needed.
- Lack of visual directives for behavior management and character education in hallways.

**Priorities**

1. **Practice all drills consistently.**

**Focus Strategies**

1. Provide a fire drill each month beginning in September.
2. Provide tornado and shelter-in-place drills at least once each semester.
3. Post all school-wide procedures in hallways and classrooms



**District Goal 6. Improve conflict resolution and behavioral management skills.**

**Strengths**

- A quality character education curriculum is already available on campus.
- A full-time counselor is already on campus.
- Principals are visible and accessible to teachers at all times.

**Weakness**

- Lack of emphasis on character education by all staff.

**Priorities**

- 1. Implement small group behavior management program and a quality character education program.**
- 2. Maintain administrative open door policy for teachers and students.**

**Focus Strategies**

1. Re-implement campus PAW PRINT character education program with incentives for good behavior.
2. Counselor will provide monthly classroom visits focused on conflict resolution and good behavior self-management.

# R E L E E E L

**Goal 1.** Robert E. Lee Elementary will have a distinction in Reading/ELA and Math by 2017 and be on track for 100% student proficiency by 2016 (NCLB).

**Objective 1.** 75% of all students will pass state assessments.

| Activity/Strategy  | Person(s) Responsible  | Timeline         | Resources                                    | Evaluation  |
|--|--|------------------|--|---|
| 1. Provide tutorial times for students who are at risk of failure in core subject areas during daily Primetime from 9:30am- 10:15am. (Title I SW: 1,2) (Title I TA: 1,4) (Target Group: All) (NCLB: 1,5) | Core Subject Teachers, Principal   | daily            | (F)Title I, (S)FTE, (S)State Compensatory    | Formative - Improved six weeks grades<br>Reduced failure rate<br>Increase in state assessment passing rates |
| 2. Dissaggregate and study common assessments to individualize instruction during primetime for targeted students. (Title I SW: 1,4) (Title I TA: 2,3,6) (Target Group: All, H, AA, ECD) (NCLB: 1)       | Assistant Principal(s), Core Subject Teachers, Intervention Teacher, Principal | every 4 weeks    | (S)Local Funds, (S)State Compensatory        | Formative - Improved student group test scores  |
| 3. Conduct PLC meetings to plan and coordinate curriculum, as well as discuss and evaluate teaching strategies (Title I SW: 1,5,9) (Target Group: All) (NCLB: 1,2)                                       | Intervention Teacher, Principal, Teacher(s)                                    | bi-weekly        | (S)Local Funds                               | Formative - Improved student group test scores  |
| 4. Provide targeted intervention to struggling learners to help lower referrals to special education. (Title I SW: 1,2) (Target Group: AtRisk) (NCLB: 1)   | Intervention Teacher, Teacher(s)   | Weekly           | (S)Local Funds                               | Formative - Reduced number of special education referrals   |
| 5. Utilize I-station as an intervention in grades 3-4 for Reading. (Target Group: All) (NCLB: 1)   | Teacher(s), Tech Services  | Weekly           | (S)Local Funds                               | Formative - Improved Report Card grades   |
| 6. Utilize TPRI and Star Renaissance to Progress Monitor Reading (Title I SW: 1,2) (Target Group: All) (NCLB: 1)   | Intervention Teacher, Teacher(s)   | BOY, MOY and EOY | (S)Local Funds                               | Formative - Improved Report Card Grades and Bundle Assessment grades  |
| 7. Bi- Weekly PLC Planning for teacher planning and collaboration. (Target Group: All)   | Assistant Principal(s), Intervention Teacher, Teacher(s)                       | weekly           | (S)Local Funds                               | Formative - Improved scores on bundle assessments   |
| 8. Implement District designated program for students identified with Dyslexia (Title I SW: 1,2) (Title I TA: 8) (Target Group: Dys) (NCLB: 1)   | Dyslexia specialist  | weekly           | (S)Local Funds                               | Formative - Increased Scores on Bundle Assessments  |
| 9. Implement cooperative group structures; Kagen Daily 5 (Target Group: All)   | Teacher(s)   | Daily            | (O)Local Districts, (S)Local Funds - \$1,000 | Formative - Reduction in Discipline Referrals<br>Improved Assessment Results                                |



# R E L E E E L

**Goal 1.** Robert E. Lee Elementary will have a distinction in Reading/ELA and Math by 2017 and be on track for 100% student proficiency by 2016 (NCLB).

**Objective 1.** 75% of all students will pass state assessments.

| Activity/Strategy  | Person(s) Responsible                  | Timeline                 | Resources          | Evaluation   |
|--|--|--------------------------|--------------------|--|
| 10. Gifted and Talented students will be provided instruction from the MISD GT Plan based on the Texas Performance Standards Project. (Title I SW: 1,9) (Target Group: GT) (NCLB: 1) | Gifted and Talented Teacher, Principal | August-June              | (S)Gifted/Talented | Formative - Successful completion of 6 or 12 weeks projects. |
| 11. Adjust daily schedules for all grade levels to allow for a comprehensive intervention program.   | Principal                              | 1st Nine weeks           |                    | Formative - Evidence of new schedule                         |
| 12. Implement balanced literacy program with fidelity. (Target Group: AtRisk, Dys)   | Intervention Teacher, Teacher(s)       | Beginning 1st nine weeks | (S)Local Funds     | Formative -  |

# R E L E E E L

**Goal 2.** At Robert E. Lee Elementary 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

**Objective 1.** 100% of core academic classes will be taught by highly qualified teachers, 100% of paraprofessionals with instructional duties will meet NCLB requirements and 100% Highly Qualified staff will be maintained.

| Activity/Strategy   | Person(s) Responsible                  | Timeline                      | Resources                             | Evaluation   |
|---|--|-------------------------------|---------------------------------------|--|
| 1. Actively recruit highly qualified teachers, professional, and paraprofessionals (Title I SW: 5) (Target Group: All) (NCLB: 3)  | Department Heads, Principal            | Each Semester                 | (S)Local Funds, (S)State Compensatory | Formative - 100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements |
| 2. Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers by reviewing job assignments. (Target Group: AtRisk) | Personnel Director, Principal          | Beginning of the the semester | (F)Title I, (S)Local Funds            | Formative - Low income and minority students are taught by HQ teachers                                     |
| 3. Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals (Title I SW: 5,8) (Target Group: All) (NCLB: 3)   | Exec Director of Curriculum, Principal | End of each Semester          | (F)Title I, (S)Local Funds            | Formative - Increased student performance<br>Improvement of instructional strategies                       |
| 4. Identify teachers and paraprofessionals who do not meet NCLB HQ requirements and provide specific professional development. (Title I SW: 4) (Target Group: All) (NCLB: 3)                                    | Personnel Director, Principal          | Beginning of each semester    | (F)Title I, (O)Local Districts        | Formative - 100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements |

# R E L E E E L

**Goal 3.** All students at Robert E. Lee Elementary will be educated in learning environments that are safe, drug free, and conducive to learning.

**Objective 1.** By the end of the 2016-17 school year there will be a 10% reduction in the number of disciplinary referrals.

| Activity/Strategy  | Person(s) Responsible                    | Timeline                   | Resources      | Evaluation   |
|--|--|----------------------------|----------------|--|
| 1. Provide updated bully prevention training for all staff. (Target Group: All)  | Counselor(s), Principal                  | End of Semester            | (S)Local Funds | Formative - Reduction in the number of bullying incidents and office referrals                 |
| 2. Red Ribbon Week (Title I SW: 2,9) (Target Group: All) (NCLB: 4)   | Counselor(s), Teacher(s)                 | October 2015               | (S)Local Funds | Formative - Student Participation<br>Community Involvement                                     |
| 3. Classroom Guidance, behavior management and character education lessons for all students grades K-4 (Target Group: All) (NCLB: 4) | Counselor(s)                             | each 9 weeks               | (S)Local Funds | Formative - Decrease the number of disciplinary referrals                                      |
| 4. Mentoring Partnership with East Texas Baptist University and Wiley College. (Title I SW: 2,9) (Target Group: AtRisk)              | Counselor(s), Principal                  | Ongoing                    | (S)Local Funds | Formative - Decrease the number of disciplinary referrals<br>Improvement in report card grades |
| 5. PBIS Incentive store for 3rd and 4th grade. (Title I SW: 2,6) (Target Group: All)   | Core Subject Teachers, Parent Volunteers | weekly                     | (S)Local Funds | Formative - Decrease the number of disciplinary referrals                                      |
| 6. Post school-wide procedures and practices   | Counselor(s), Principal, Teacher(s)      | Beginning first nine weeks | (S)Local Funds | Formative -  |

# R E L E E E L

**Goal 4.** Parents and Community will be partners in the education of students at Robert E. Lee Elementary.

**Objective 1.** By May 2016, at least 80% of all students' parents and/or family will participate in at least one school sponsored activity for/with their child(ren).

| Activity/Strategy  | Person(s) Responsible                           | Timeline                  | Resources                                    | Evaluation   |
|--|---|---------------------------|--|--|
| 1. Provide state assessment results to parents in a language they can understand (Target Group: All)   | Principal, Principal Support Team               | within 10 days of receipt | (O)Local Districts                           | Formative - Parents receive and understand assessment reports                                  |
| 2. "Meet the Teacher" and Open House night in conjunction with a community fair (Title I SW: 6) (Title I TA: 7) (Target Group: All)  | Parent Volunteers, Principal, Teacher(s)        | each semester             | (S)Local Funds                               | Formative - 90% of parents on sign in sheet  |
| 3. Provide correspondence to all parents in their home language (Title I SW: 6) (Target Group: H, ESL)   | Core Subject Teachers, ESL Teachers, Teacher(s) | ongoing                   | (S)Bilingual/ESL Program, (S)Local Funds     | Formative - Parents will receive and understand school communications                          |
| 4. Cinco De Mayo Celebration and Black History Program that educates the school on the different cultures. (Title I SW: 6) (Target Group: All)   | ESL Teachers, Teacher(s)                        | Ongoing                   | (F)Title III Bilingual / ESL, (S)Local Funds | Formative - Increase in Parental participation. Increase in the knowledge of diverse cultures. |
| 5. Family Math Night - each teacher will teach students and parents a math game to be used at home. (Title I SW: 6) (Target Group: All)  | Curriculum Specialist, Teacher(s)               | each semester             | (S)Local Funds                               | Formative - 20% Increase in Parent Involvement   |
| 6. Parent meeting with grade level musicals with parent training(make and take) on instructional strategies for each grade level 30 minutes before performances. (Title I SW: 6) (Title I TA: 6,7) (Target Group: All) | Curriculum Specialist, Teacher(s)               | monthly                   | (S)Local Funds                               | Formative - Sign in Sheet with student names and their families                                |
| 7. Community donated school supplies for economically disadvantaged students (Title I SW: 6) (Target Group: ECD)   | Parent Volunteers                               | each semester             | (O)Local Districts                           | Formative - Increased Parental Involvement   |
| 8. Utilize ETBU student volunteers to help students create and achieve personal goals in life and read with assigned students (Title I SW: 6) (Target Group: AtRisk)   | Teacher(s)                                      | ongoing                   | (O)Local Districts                           | Formative - Improved grades and behavior   |
| 9. Fall Festival with ETBU. (Title I SW: 6,7) (Target Group: All)  | Teacher(s)                                      | Fall semester (Oct)       | (S)Local Funds                               | Formative - Increased participation from parents on sign- in sheets                            |

# R E L E E E L

**Goal 5.** Students will be at school and on time 97% of the time.

**Objective 1.** By May 2016, Robert E. Lee Elementary will have an attendance rate of 97%. Summative Evaluation:

| Activity/Strategy  | Person(s) Responsible               | Timeline        | Resources      | Evaluation                               |
|--|-------------------------------------|-----------------|----------------|--|
| 1. Promote improved attendance, punctuality, and dependability through appropriate and early recognition (Title I SW: 2) (Target Group: All)   | Counselor(s), Teacher(s)            | Ongoing         | (S)Local Funds | Formative - improved attendance          |
| 2. Contact parents when students have been absent 2 or more days (Target Group: All)   | Teacher(s)                          | weekly          | (S)Local Funds | Formative - Increase in attendance rates |
| 3. Grade level classes who maintain a 100% attendance rate during each grading period will be rewarded (ROAR days and Incentive celebrations)<br><br>(Title I SW: 2) (Title I TA: 4,8) (Target Group: All) | Counselor(s), Principal, Teacher(s) | Each nine weeks | (S)Local Funds | Summative - Improved attendance rates    |

# R E L E E E L

**Goal 6.** Reach, at a minimum, the 55% Safeguard Target for reading, writing and math and sub population, focusing on those missed in 2015-2016:

**Objective 1.** By the end of May 2017, Hispanic students will increase passing rates in writing by 20%.

| Activity/Strategy   | Person(s) Responsible                                 | Timeline        | Resources  | Evaluation   |
|---|---|-----------------|--|--|
| 1. Create a Reading and Writing Task force made up of teachers from each grade level to explore schoolwide incentives. (Title I SW: 1,2) (Target Group: AA) (NCLB: 5)                           | Core Subject Teachers, Principal                      | each nine weeks | (S)Local Funds                                       | Summative - Meeting notes  |
| 2. Teachers will use Ixl, Moby Max and I-station to develop basic Math skills with concrete materials during intervention and Primetime. (Title I SW: 2) (Target Group: AA, AtRisk) (NCLB: 1,5) | Core Subject Teachers                                 | daily           | (S)Local Funds - \$1,000                             | Summative - Dmac Data from Bundle Assessments                                  |
| 3. Disaggregate and analyze data by ethnicity to monitor student progress on assessments. (Title I SW: 2,9) (Target Group: All) (NCLB: 1)   | Teacher(s)  | Each nine weeks | (S)Local Funds                                       | Summative - Dmac Data  |
| 4. Collaborate with Curriculum Specialists and Instructional Coaches to improve classroom instruction. (Title I SW: 4,9) (Target Group: All) (NCLB: 1)  | Collaborative Grouping Coaches, Principal, Teacher(s) | each nine weeks | (S)Local Funds                                       | Summative - PLC Notes  |
| 5. Students will maintain writing journals across the curriculum. Journals will be examined during PLC. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2,5)                                     | Principal, Teacher(s)                                 | weekly          | (F)Title VI, Part B Rural/Low Income, (S)Local Funds | Summative -  |
| 6. Grades K-4 will implement the Daily 5 workstations that will include a writing station. (Title I SW: 1,9) (NCLB: 1)  | Principal, Teacher(s)                                 | Weekly          | (F)Title VI, Part B Rural/Low Income, (S)Local Funds | Formative - Observation and monitoring of lesson plans and instructional time. |
| 7. Professional development of the Trail of Breadcrumbs Writing Process. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2,5)  | Curriculum Specialist, Teacher(s)                     |                 | (S)Local Funds                                       | Summative - Completion of professional development                             |

# R E L E E E L

**Goal 7.** Reach, at a minimum, the 55% Safeguard Target for Writing:AA

**Objective 1.** By the end of May 2016, African American students will increase passing rates in Writing by 15%.

| Activity/Strategy  | Person(s) Responsible             | Timeline | Resources  | Evaluation  |
|--|-----------------------------------|----------|--|---|
| 1. Grades K-4 will implement the Daily Five workstations that will include a writing workstation. (Title I SW: 1,9) (NCLB: 1)                                      | Principal, Teacher(s)             | Daily    | (F)Title I, (S)Local Funds - \$1,500   | Summative - Observation and monitor of lesson plans and instructional time.   |
| 2. Students will maintain writing portfolios across the curriculum. Portfolios will be examined weekly in PLC. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2,5) | Principal, Teacher(s)             | weekly   | (F)Title VI, Part B Rural/Low Income, (L)Grants 21st Century Schools-ACE, (S)Local Funds | Summative - A minimum of one writing assignment in the portfolio per 6 weeks. |
| 3. Professional Development on the Trail of Breadcrumbs Writing Process. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2,5)                                       | Curriculum Specialist, Teacher(s) | August   | (S)Local Funds - \$1,500   | Summative - Completion of Professional Development                            |