

Bay City Independent School District
Linnie Roberts Elementary
2022-2023 Campus Improvement Plan

BAY CITY ISD

LINNIE ROBERTS
ELEMENTARY SCHOOL

BAY CITY, TX

Mission Statement

In collaboration with families and the community, we will create and maintain a safe and inviting learning environment while promoting engaging educational opportunities that support and affirm our students' academic, social, and emotional growth.

The Linnie Roberts Elementary family commits to:

1. Create an inclusive learning environment that supports the different learning styles of all students.
2. Involve families in the educational growth of their students.
3. Celebrate the individual success of all students.
4. Empower students to take on their own learning obstacles.
5. Strive to model life-long learning by growing as educators.
6. Maintain a happy, risk-free environment.

Vision

The staff at Linnie Roberts Elementary will build a foundation to maximize every students' potential to become confident life-long learners.

Value Statement

I Grow. You Grow. We All Grow Together.

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Goals

Goal 1: We will engage parents and community members by providing opportunities for developing positive relationships in academic and non-academic settings.

Performance Objective 1: We will establish a comprehensive system to communicate with families.






Evaluation Data Sources: Smores, Blackboard Communication, Parent Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: We will use district approved sources of communication to inform families of updates, news, building relationships, incentives, assemblies. Examples: Smores Newsletters, Class new letters, Class Tag, Blackboard, Marquee Strategy's Expected Result/Impact: Increase support for students and families. Staff Responsible for Monitoring: All Staff and Admin	Formative		
	Nov	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: We will engage parents and community members by providing opportunities for developing positive relationships in academic and non-academic settings.

Performance Objective 2: We will offer opportunities for parents to be involved in different settings.






Evaluation Data Sources: Parent Surveys and Feedback, Sign In Sheets and Agendas from Parent Night

Strategy 1 Details	Formative Reviews		
Strategy 1: We will have parent conferences at least twice a year. We will allow parents to come to events that are related to academic success of our students. We will have two Parent Nights per year. Example: Positive referrals, Parent Nights, Blackcat of the Week Celebrations, Pawsitive Drawings. Strategy's Expected Result/Impact: Build positive relationships with our families. Staff Responsible for Monitoring: Staff and Admin	Formative		
	Nov	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: We will engage parents and community members by providing opportunities for developing positive relationships in academic and non-academic settings.

Performance Objective 3: We will increase our partnerships with the community.






Evaluation Data Sources: Supporting local initiatives such as Breast Cancer Awareness, Toys for Tots, Food drives.

Strategy 1 Details	Formative Reviews		
Strategy 1: We will invite community members when allowed to come to the campus and be apart of what students are learning and use them as recourses. Examples: Banks to promote financial literacy Watch Dogs Career Days Community tutorials Veterans Day Hispanic Heritage First Responders Black History Month	Formative		
	Nov	Mar	June
	 50%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: We will establish positive school/classroom culture by continuously teaching and modeling respect among all students, personnel, and community.

Performance Objective 1: We will utilize district behavior expectations to meet the needs of all students.






Evaluation Data Sources: Behavior RtI Meetings Documentation, Discipline Referrals

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will go through a "Expectation Bootcamp" at the Beginning and Middle of the Year as a campus. Strategy's Expected Result/Impact: The expected result is to showcase expectations in all common areas, restrooms, gym, cafeteria, etc. Staff Responsible for Monitoring: Administration and Staff Members	Formative		
	Nov	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: We will establish positive school/classroom culture by continuously teaching and modeling respect among all students, personnel, and community.

Performance Objective 2: We will follow CHAMPS and using peace paths, social contracts, Pawsitive Referrals, Time out signal for consistency, and affirmations with all students and staff.







Evaluation Data Sources: Walkthrough data of CHAMPS expectations by MTSS Core Team

Strategy 1 Details	Formative Reviews		
Strategy 1: Every six weeks at least ten walkthroughs will be performed by MTSS Core team looking for Campus Wide CHAMPS expectations. Strategy's Expected Result/Impact: To see consistency and alignment across the campus. Staff Responsible for Monitoring: MTSS Core Team, Staff Members, Administration	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: We will establish positive school/classroom culture by continuously teaching and modeling respect among all students, personnel, and community.

Performance Objective 3: We will continue to monitor and update safety measures on the campus.






Evaluation Data Sources: Region 3 Audit, Daily Checks by Campus PD Officer

Strategy 1 Details	Formative Reviews		
Strategy 1: We will continue to make sure doors are kept locked after going through them. Exterior and interior door checks daily. We will use sanitizer as we enter school daily to try and keep every healthy. Strategy's Expected Result/Impact: Establish a safe and positive school environment. Staff Responsible for Monitoring: Administrators, teachers, staff, and Campus Officer	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide education and training on anti-bullying, cyber-bullying, and suicide prevention to establish and provide a positive culture throughout the campus. Strategy's Expected Result/Impact: Decrease bullying reports and threat assessments Staff Responsible for Monitoring: Campus administrators and campus counselor Title I: 2.6	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: We will establish positive school/classroom culture by continuously teaching and modeling respect among all students, personnel, and community.

Performance Objective 4: We will decrease the frequency of disciplinary infractions.

Evaluation Data Sources: School Office Referrals

Strategy 1 Details	Formative Reviews		
Strategy 1: We will effectively use CHAMPS and Restorative Practices to help with schoolwide and classroom management. Strategy's Expected Result/Impact: Decrease in the frequency of disciplinary infractions. Staff Responsible for Monitoring: Administrators and Teachers	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: We will integrate instructional practices that develop learning environments that are applicable to real-world experiences.






Performance Objective 1: We will increase students MCLASS reading and math goals for all students throughout the school year. We will focus on increasing the Approaches, Meets, and Masters by a minimum of 20% in each category in Reading and 20% in Math.

High Priority

HB3 Goal

Evaluation Data Sources: MCLASS at BOY, MOY, and EOY as well as Progress Monitoring






Strategy 1 Details	Formative Reviews		
Strategy 1: We will offer professional development to all staff members no matter what their assignment is to increase student performance. We will also provide professional development for social emotional needs and behaviors. Strategy's Expected Result/Impact: Meet the social emotional needs of students and increase student performance. Staff Responsible for Monitoring: Administrators	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: We will use Local and Title Funding to add instructional items to the classrooms as well as Specials classes to improve student outcomes. Strategy's Expected Result/Impact: More 1:1 opportunities for students to learn from. Staff Responsible for Monitoring: Administration	Formative		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: We will continue to add literature to our library and classrooms to increase the amount of books our students can choose to read from. Strategy's Expected Result/Impact: Increase student performance in reading. Staff Responsible for Monitoring: Administrators	Formative		
	Nov	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: We will continue to increase technology need in the classrooms and across the campus as updates are needed to benefit the students and staff. Strategy's Expected Result/Impact: Increase student performance in Math and Reading. Staff Responsible for Monitoring: Administrators and IT Director. Funding Sources: - 211 - Title I	Formative		
	Nov	Mar	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: All extra support staff and administrators will help pull groups during intervention to work on specific skill deficits based on MCLASS data. Strategy's Expected Result/Impact: Impact the improvement of student progress and scores. Staff Responsible for Monitoring: Administrators and support staff.	Formative		
	Nov	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: We will integrate instructional practices that develop learning environments that are applicable to real-world experiences.

Performance Objective 2: We will give our students experiences by taking Field Trips to give students real life opportunities.

Evaluation Data Sources: Evidence of Field trips in Fall and Spring

Strategy 1 Details	Formative Reviews		
Strategy 1: We will use Title Funds to strategically plan lesson aligned Field Trips to help support the TEKS the students are learning. Strategy's Expected Result/Impact: Increase opportunities for students to relate to and help increase academics and intentional writing prompts. Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Patricia Gardner	Instructional Coach		

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4			\$0.00
Sub-Total					\$0.00

Addendums

Bay City Independent School District

Data Engagement Conference

A08255RE

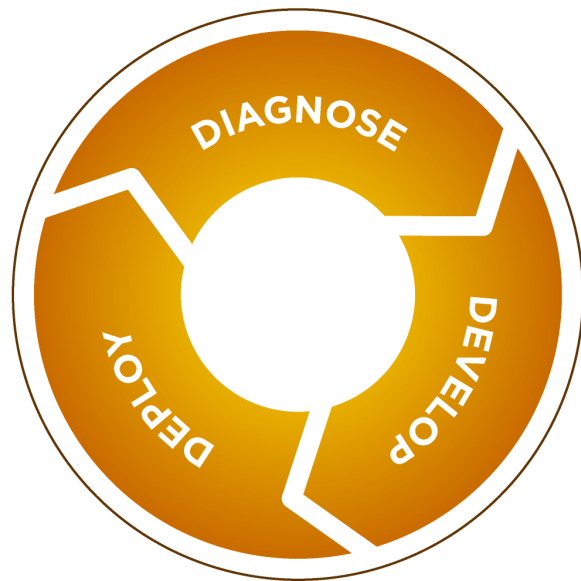
Roberts Elementary School

Marisa Wendel

Our goal is to have you gain a good understanding of the data within your Individualized Report. We will:

- Briefly examine and review the patterns within the district
- Examine the line graphs, bar graph, and the scatter plots for the leadership beliefs and “big three” dimensions
- Examine the Gap Analysis and key segments in the report that describe the red, orange, and yellow alerts
- Respond to questions regarding any aspect within the report
- Briefly discuss Next Steps

THE ORGANIZATIONAL HEALTH IMPROVEMENT CYCLE

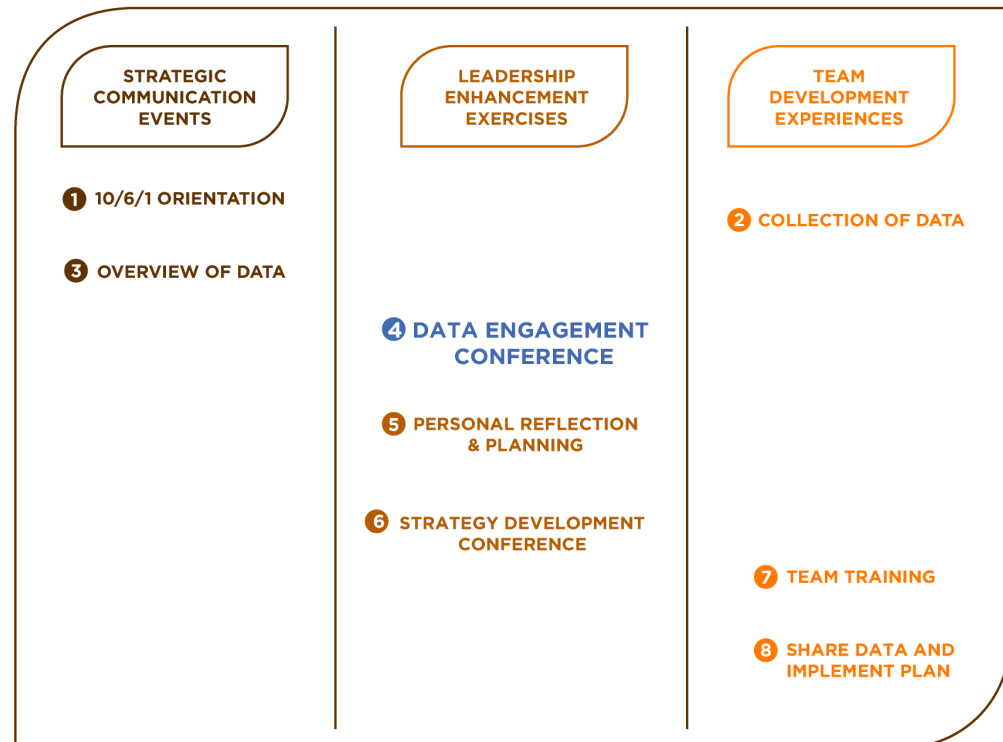


ORGANIZATIONAL HEALTH

DIAGNOSTIC & DEVELOPMENT CORPORATION

WWW.ORGANIZATIONALHEALTH.COM

GLOBAL VIEW



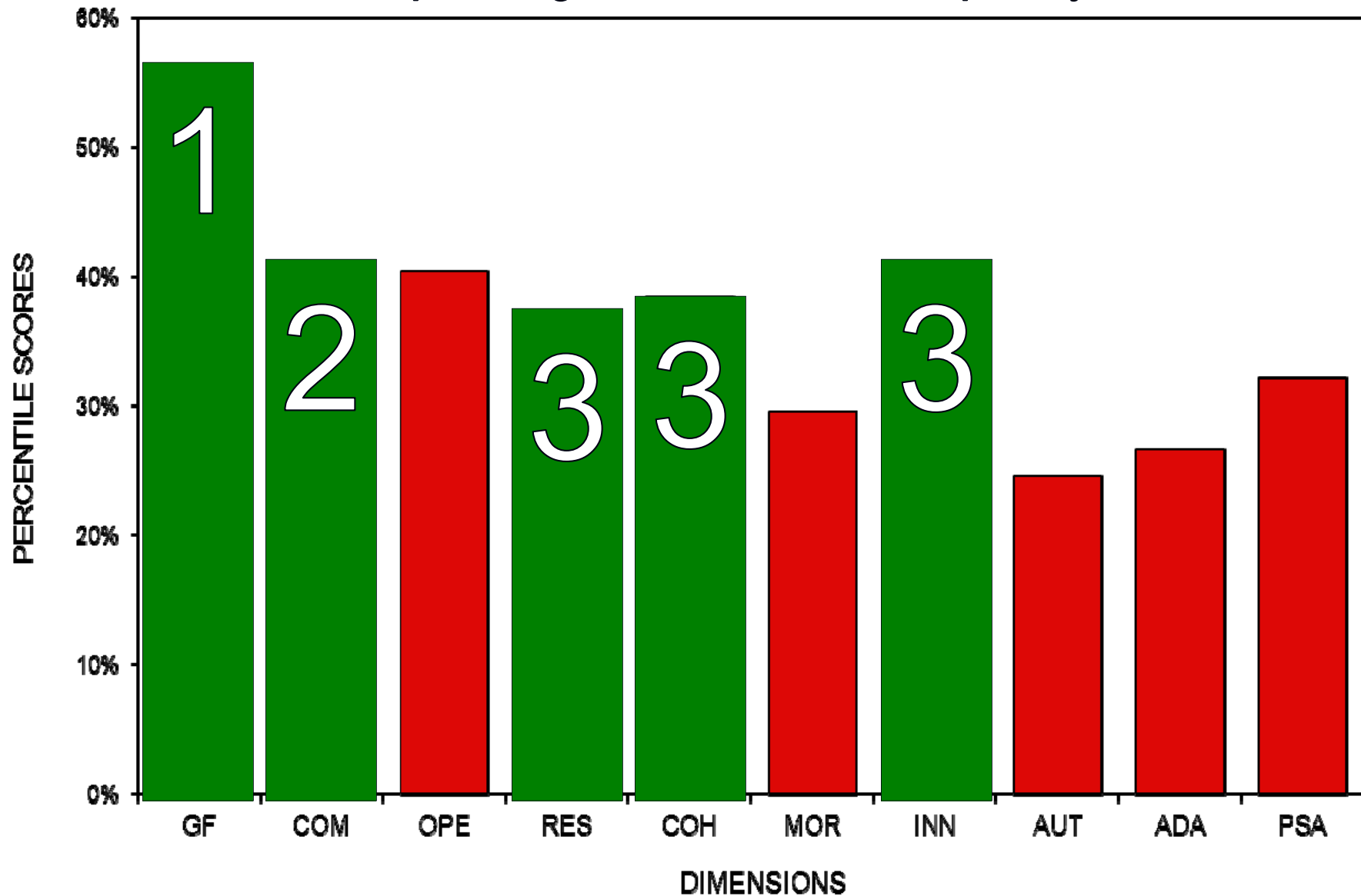
ORGANIZATIONAL HEALTH is an organization's ability to function effectively, to cope adequately, to change appropriately and to grow from within.

DIMENSIONS	STRENGTHS			WEIGHTED
	1ST	2ND	3RD	TOTALS
Goal Focus	5	0	0	15
Communication	0	2	0	4
Resource Utilization	0	1	1	3
Innovativeness	0	1	1	3
Cohesiveness	0	0	3	3
Power Equalization	0	1	0	2
Problem Solving	0	0	0	0
Morale	0	0	0	0
Adaptation	0	0	0	0
Autonomy	0	0	0	0

ORGANIZATIONAL HEALTH PROFILE

■ 2021-22 COMPOSITE PROFILES BAY CITY ISD (N=5) ALL SCHOOLS

Top strengths - Based on Frequency



DIMENSIONS	IMPROVEMENT PRIORITIES			WEIGHTED
	1 ST	2 ND	3 RD	TOTALS
Autonomy	2	2	0	10
Adaptation	1	2	1	8
Morale	1	0	3	6
Problem Solving	1	0	0	3
Innovativeness	0	1	0	2
Resource Utilization	0	0	1	1
Power Equalization	0	0	0	0
Cohesiveness	0	0	0	0
Communication	0	0	0	0
Goal Focus	0	0	0	0

ORGANIZATIONAL HEALTH PROFILE

■ 2021-22 COMPOSITE PROFILES BAY CITY ISD (N=5) ALL SCHOOLS

Top priorities Based on Frequency

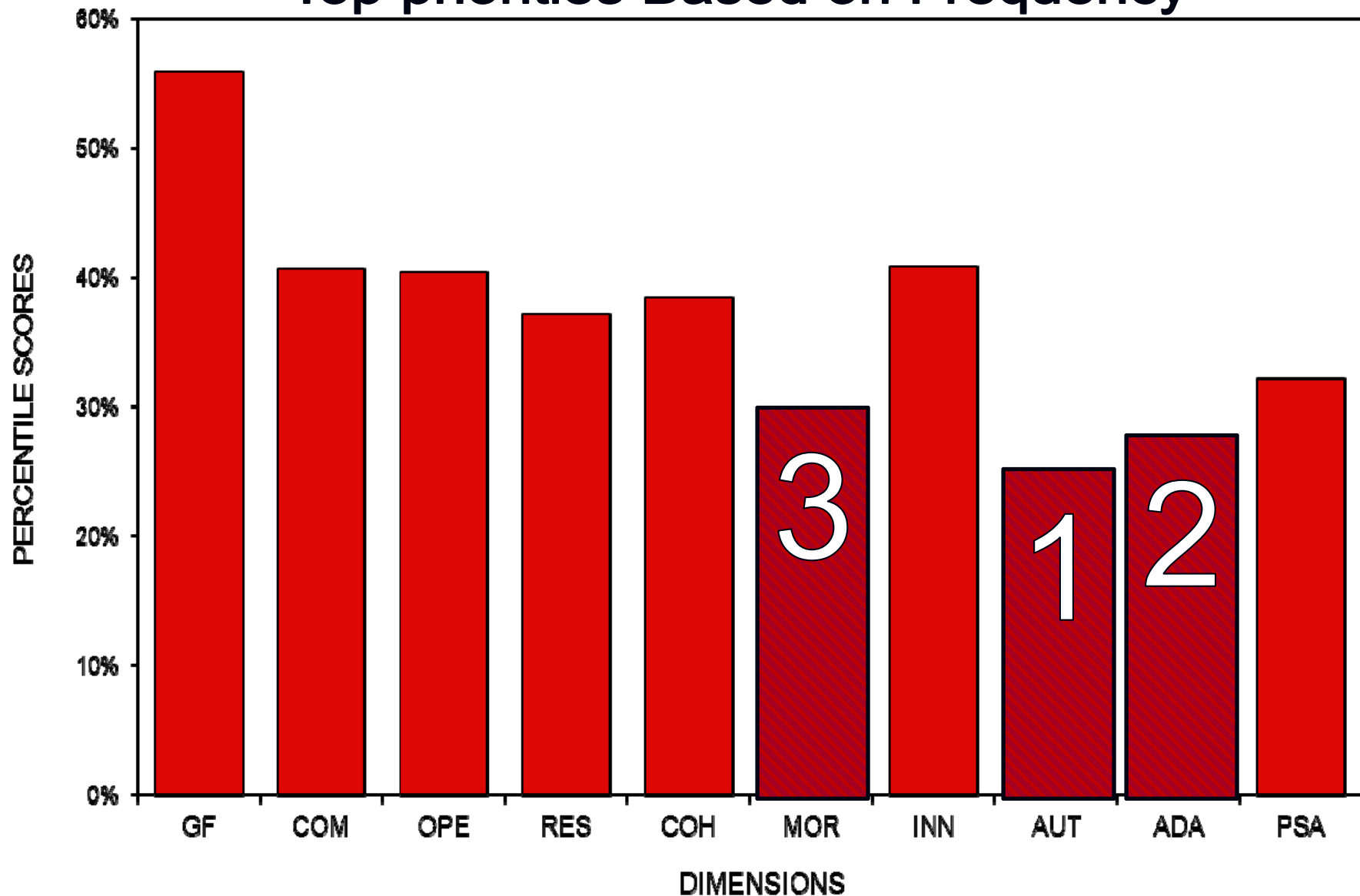
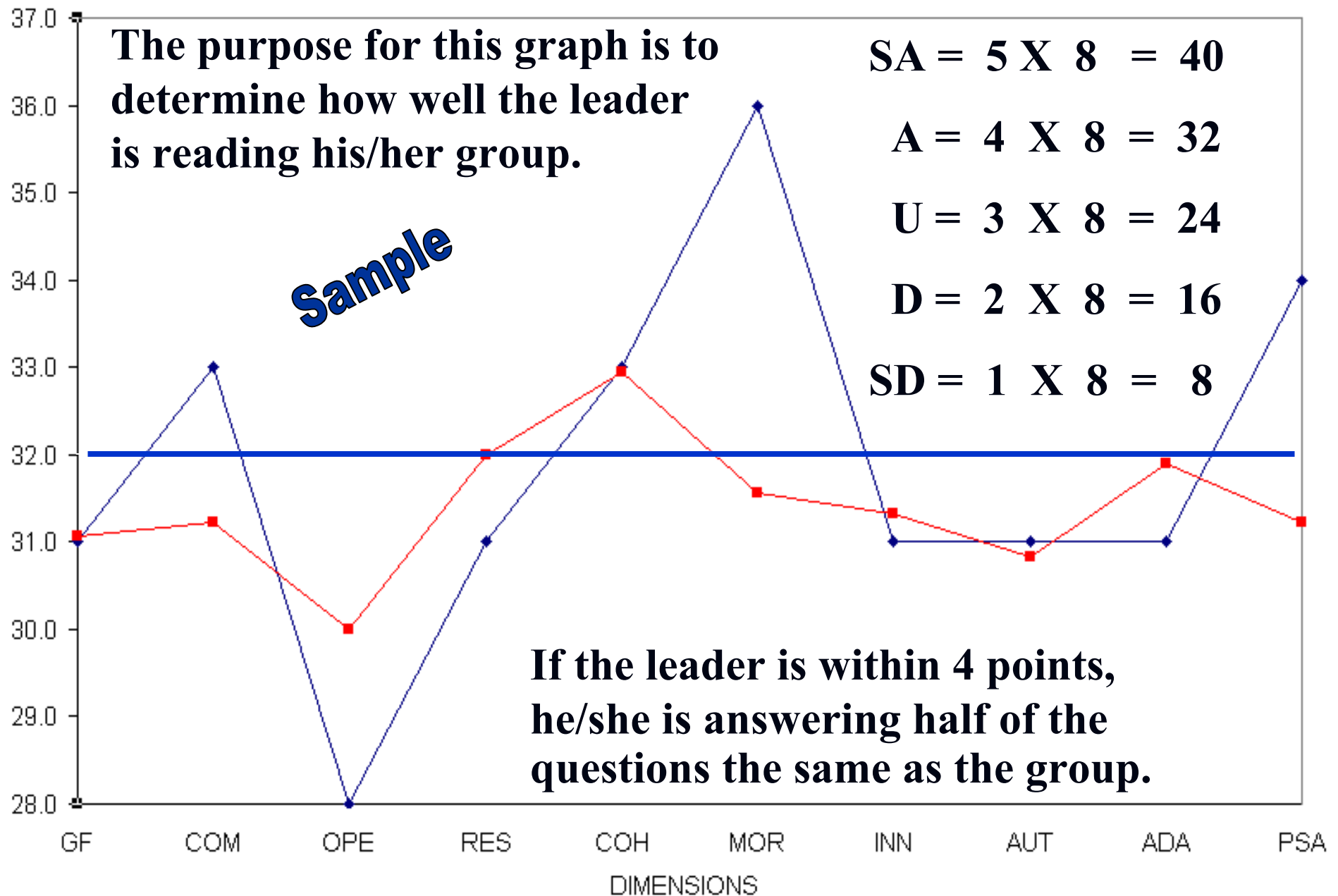


Chart Area

ORGANIZATIONAL HEALTH PROFILE

—♦— SELF - A20800WT —■— COMPOSITE

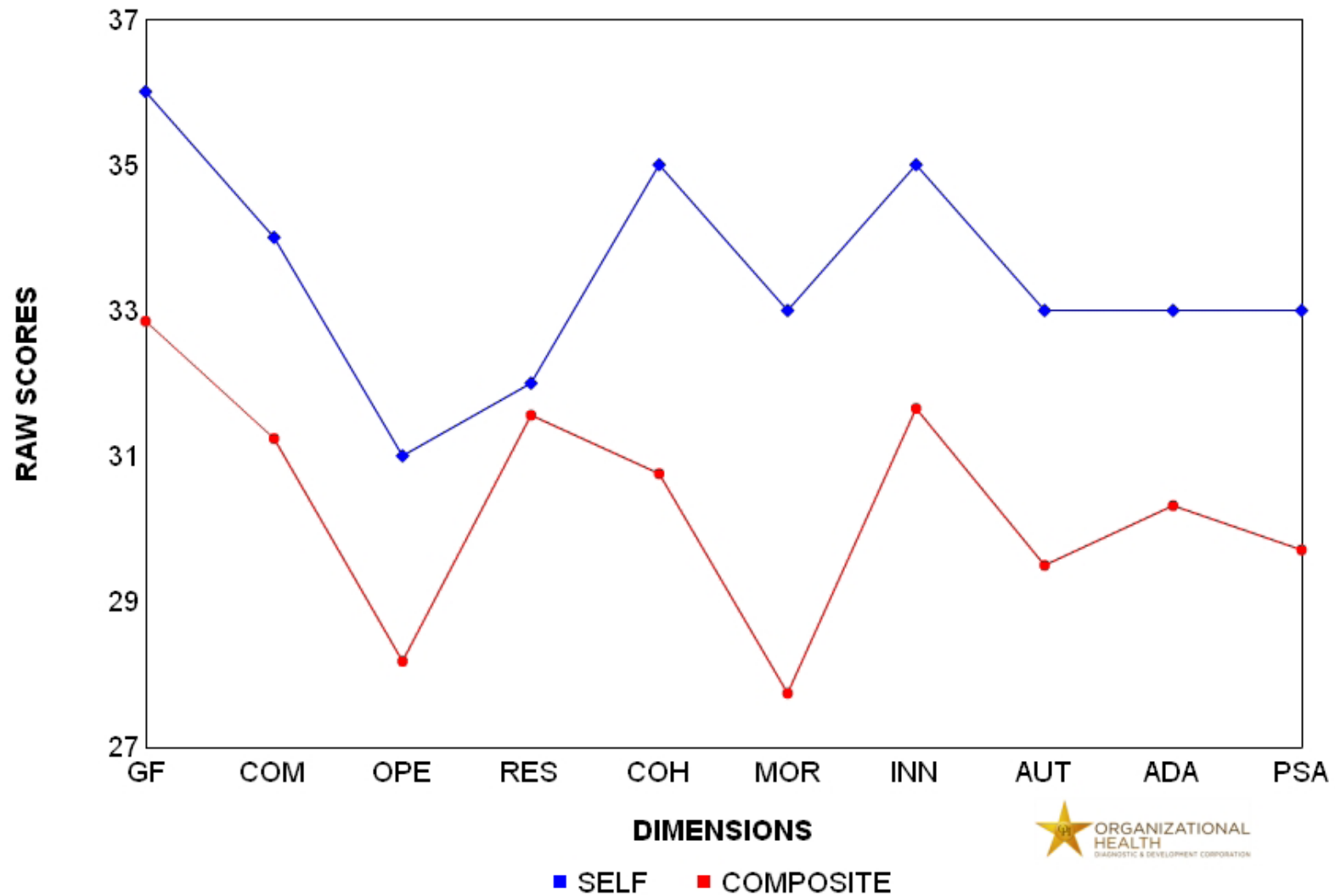


SCORE KEY FOR LINE GRAPHS

Raw Scores	(5 Points) Strongly A	(4 Points) Agree	(3 Points) Undecided	(2 Points) Disagree	(1 Points) Strongly D
40	8	0			
39	7	1			
38	6	2			
37	5	3			
36	4	4			
35	3	5			
34	2	6			
33	1	7			
32		8	0		
31		7	1		
30		6	2		
29		5	3		
28		4	4		
27		3	5		
26		2	6		
25		1	7		
24			8	0	
23			7	1	
22			6	2	
21			5	3	
20			4	4	
19			3	5	
18			2	6	
17			1	7	
16				8	0
15				7	1
14				6	2
13				5	3
12				4	4
11				3	5
10				2	6
9				1	7
8				0	8

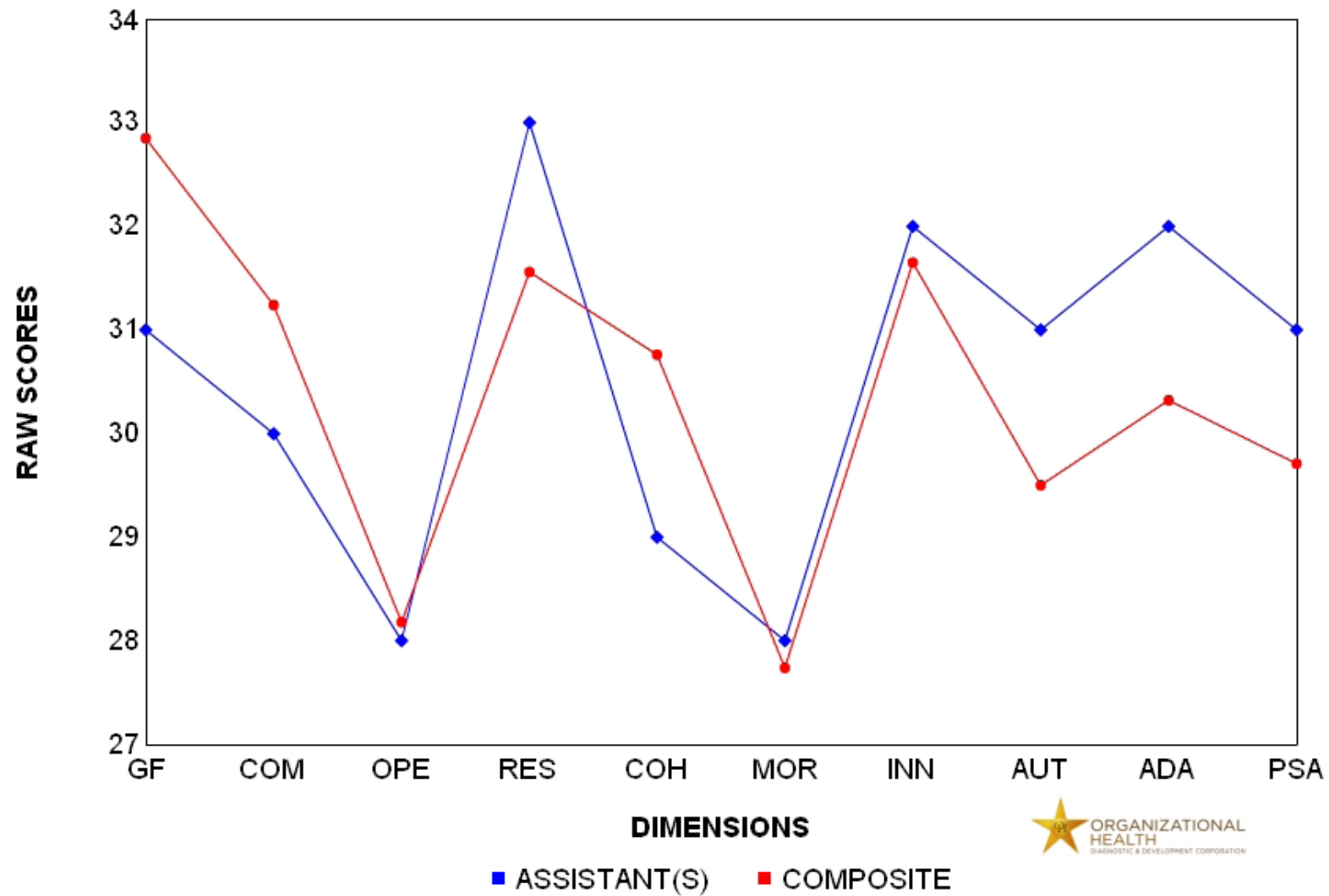
ORGANIZATIONAL HEALTH PROFILE

Self to Composite - A08255RE



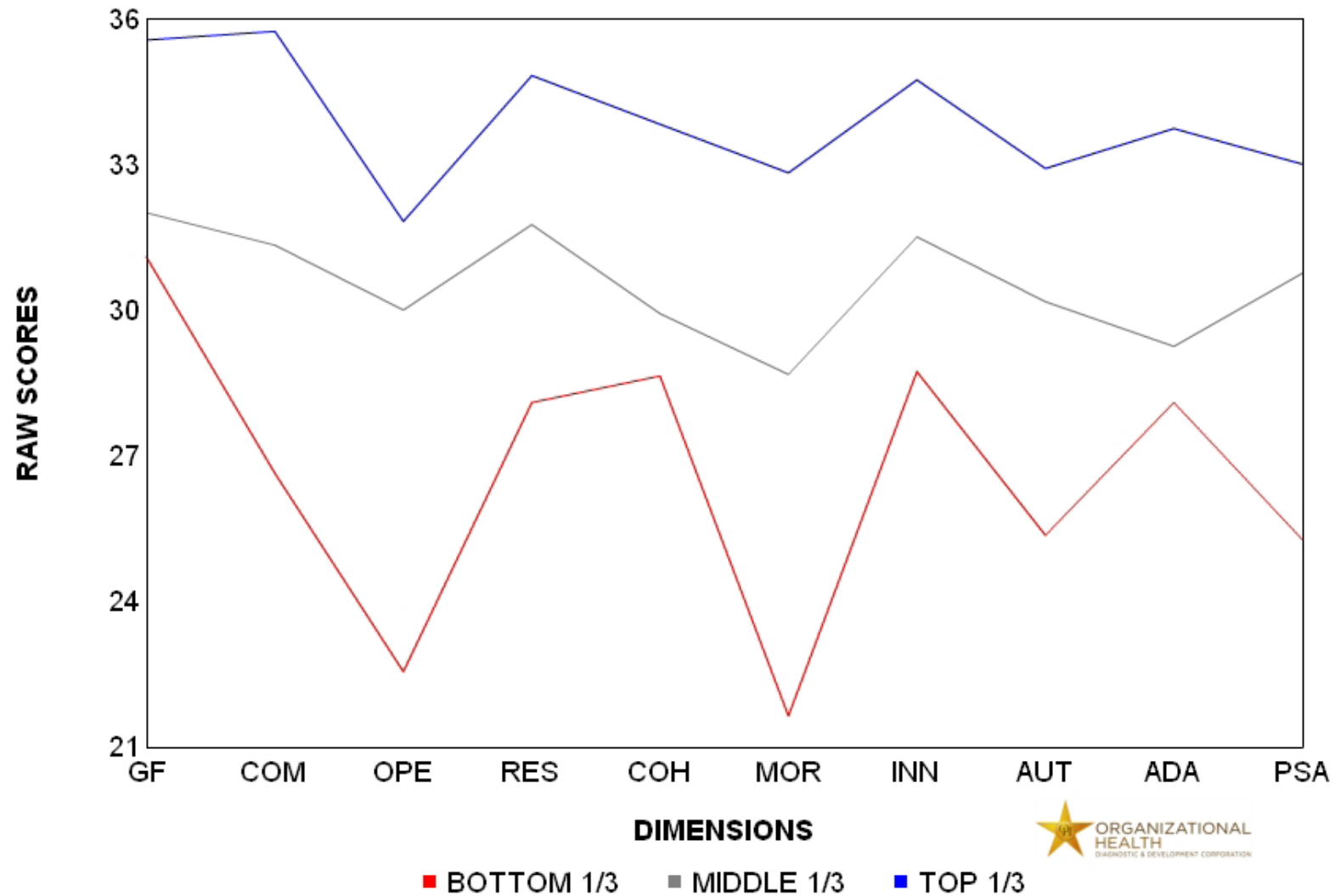
ORGANIZATIONAL HEALTH PROFILE

Assistant(s) to Composite - A08255RE



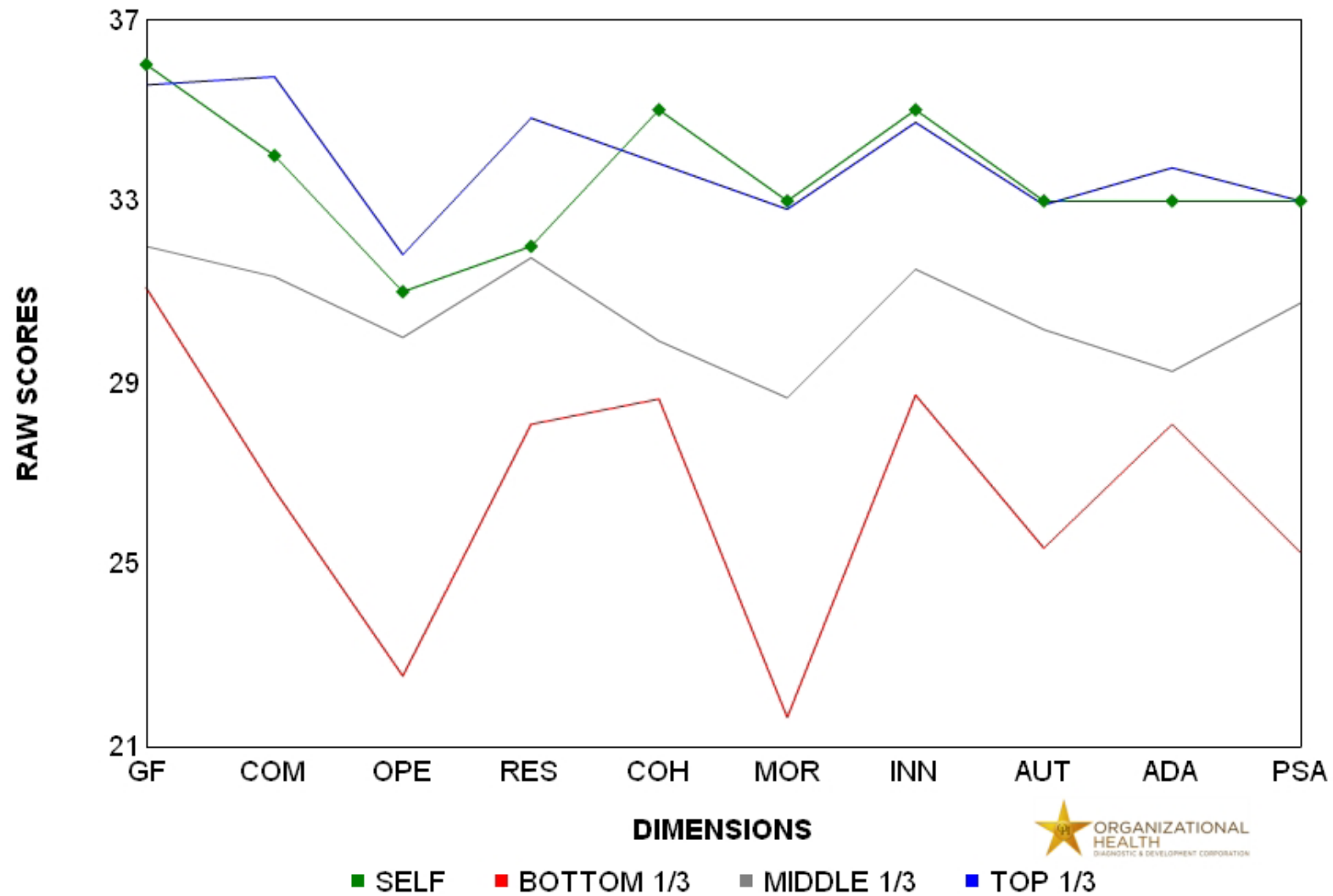
ORGANIZATIONAL HEALTH PROFILE

The Composite Thirds - A08255RE



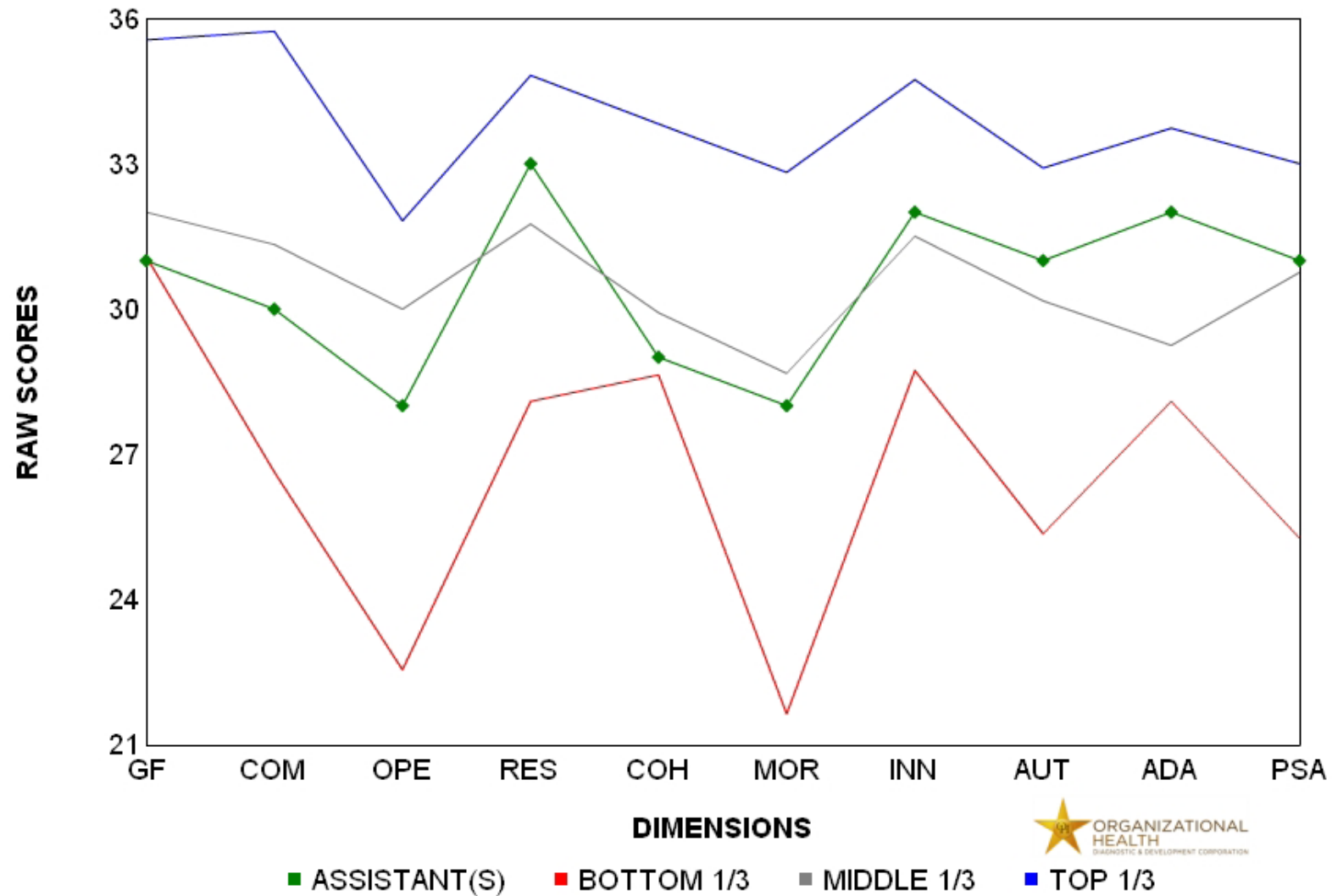
ORGANIZATIONAL HEALTH PROFILE

Self to Composite Thirds - A08255RE



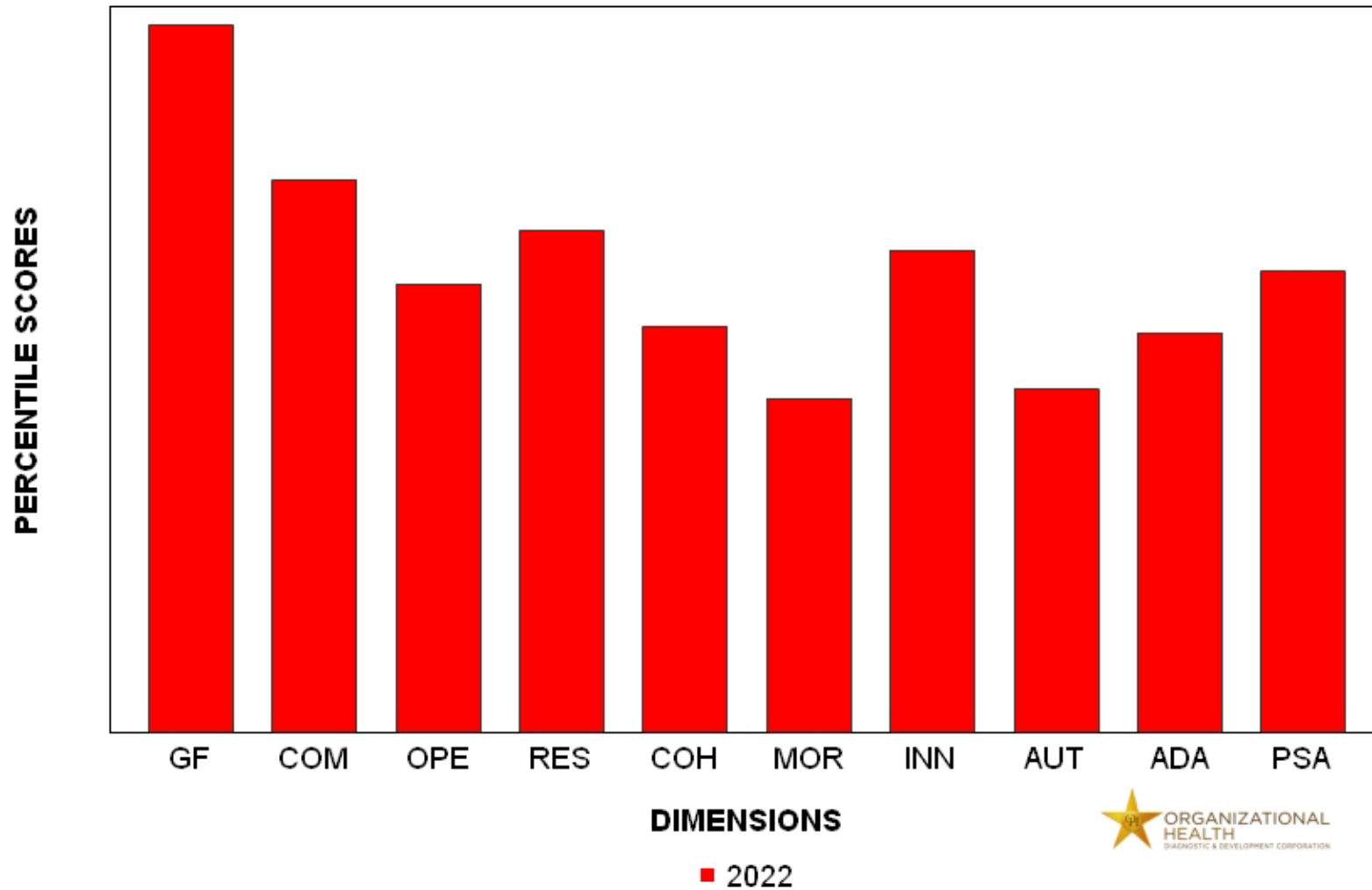
ORGANIZATIONAL HEALTH PROFILE

Assistant(s) to Composite Thirds - A08255RE



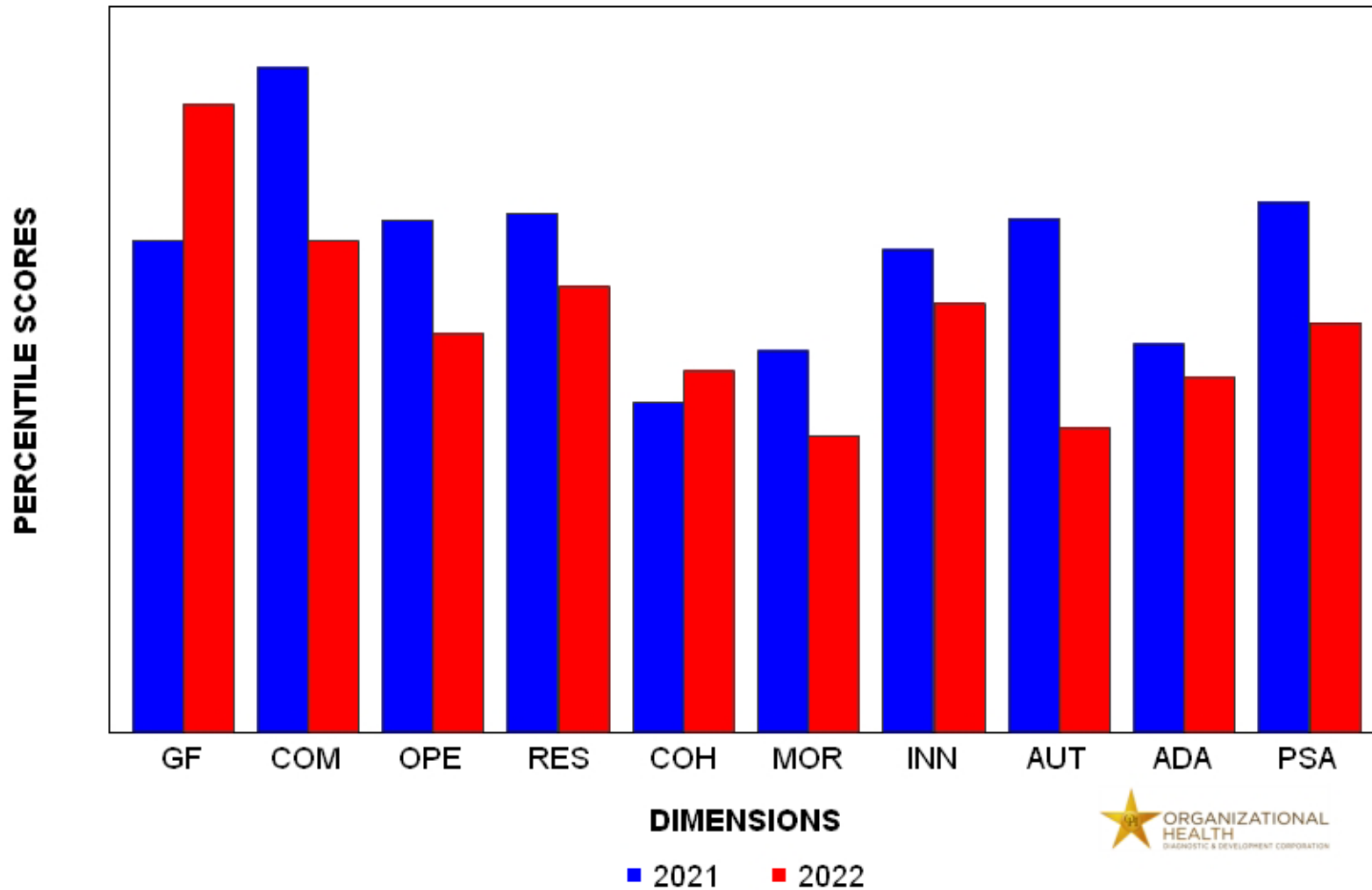
ORGANIZATIONAL HEALTH PROFILE

Composite - A08255RE



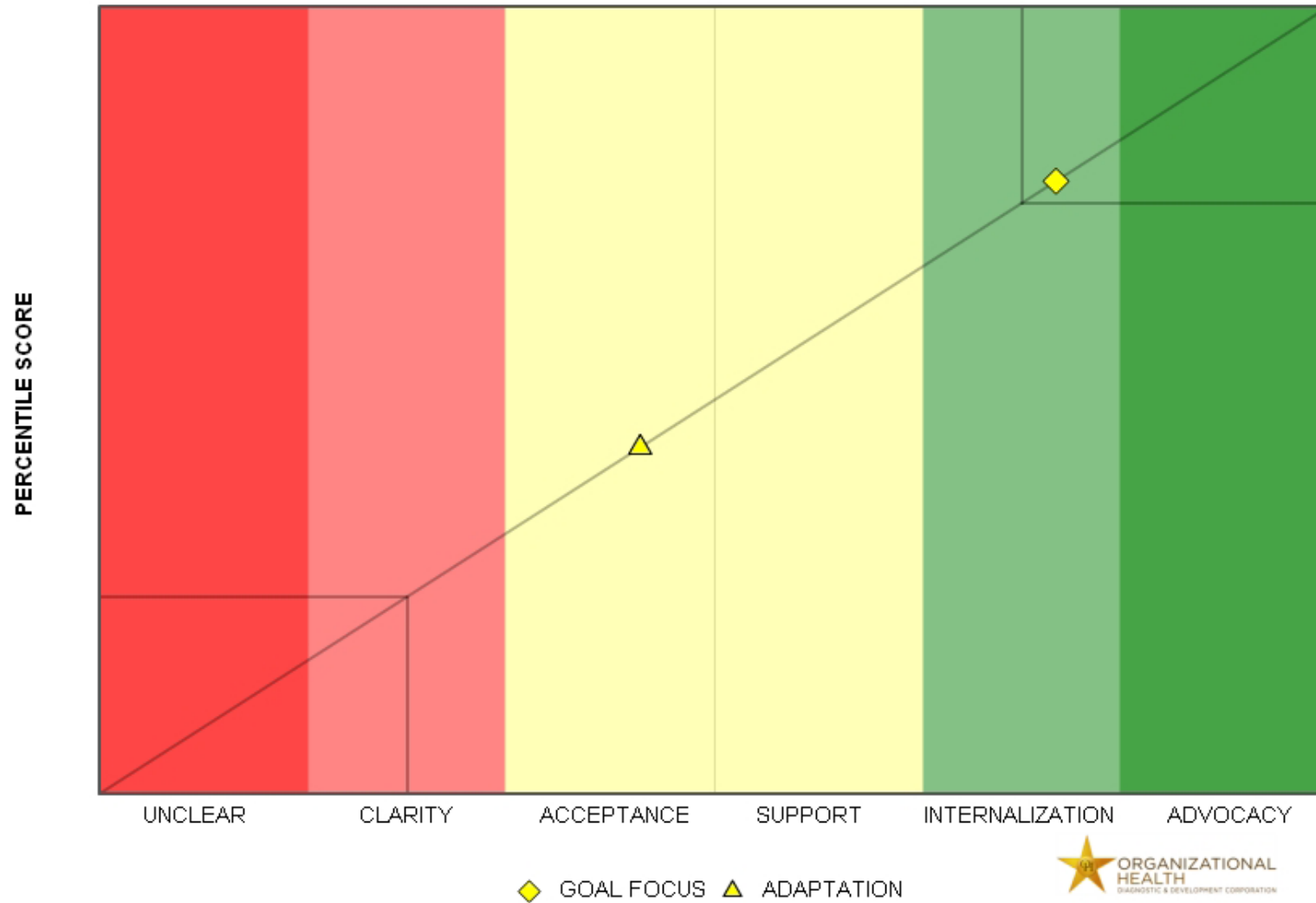
ORGANIZATIONAL HEALTH PROFILE

Composite - A08255RE



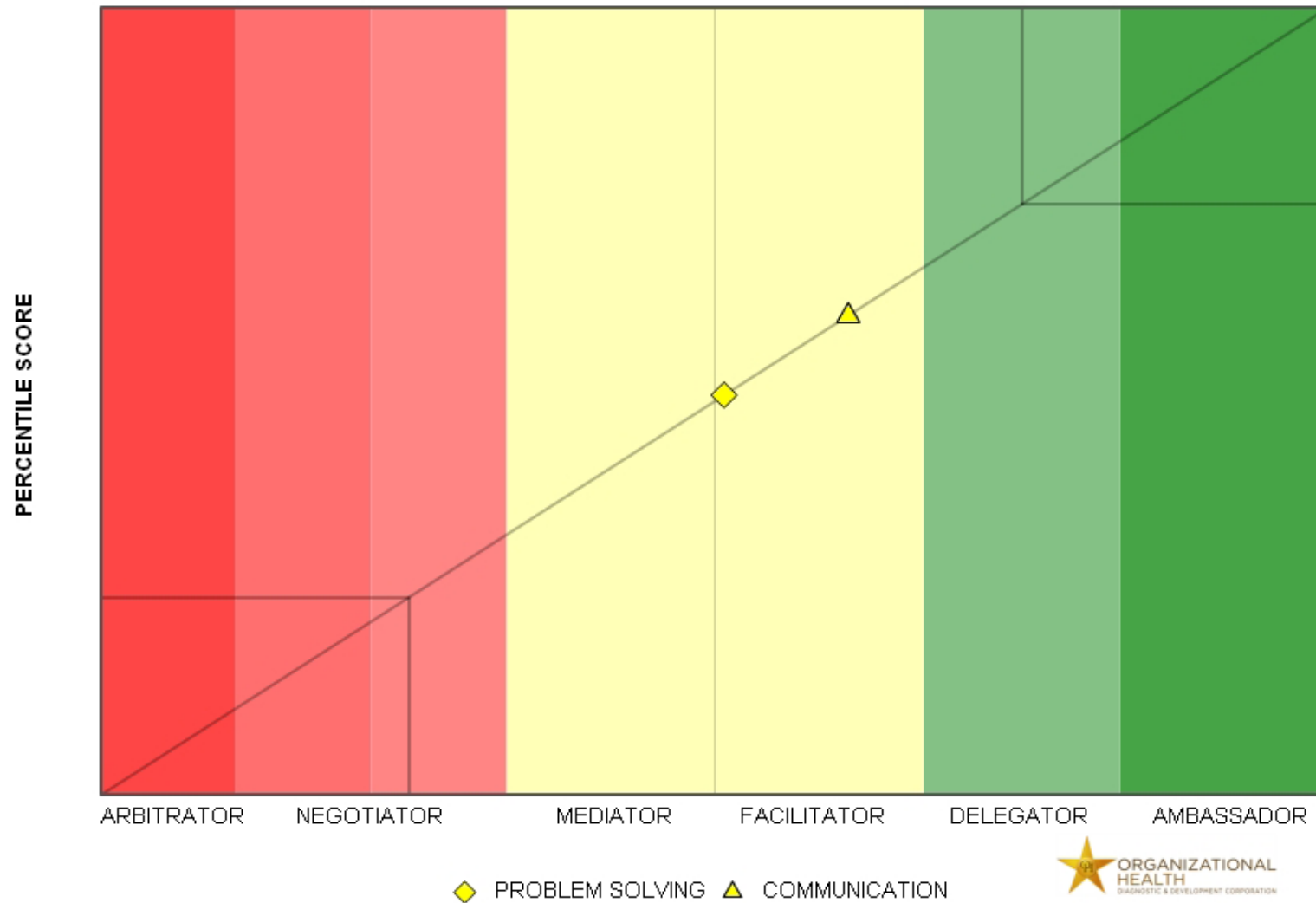
ORGANIZATIONAL HEALTH SCATTER PLOT

Levels of Goal Focus/Adaptation - A08255RE



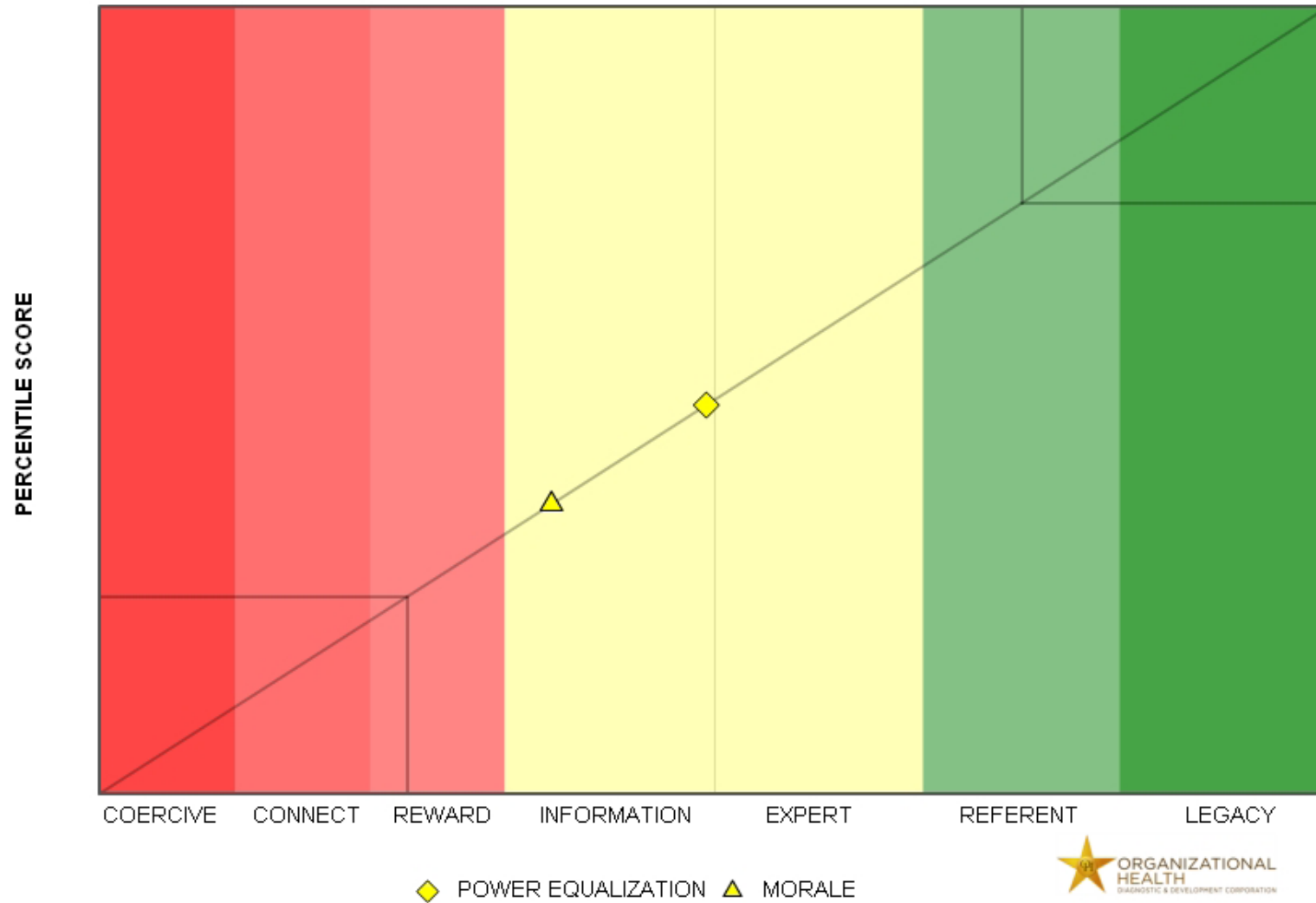
ORGANIZATIONAL HEALTH SCATTER PLOT

Competency and Commitment Level - A08255RE



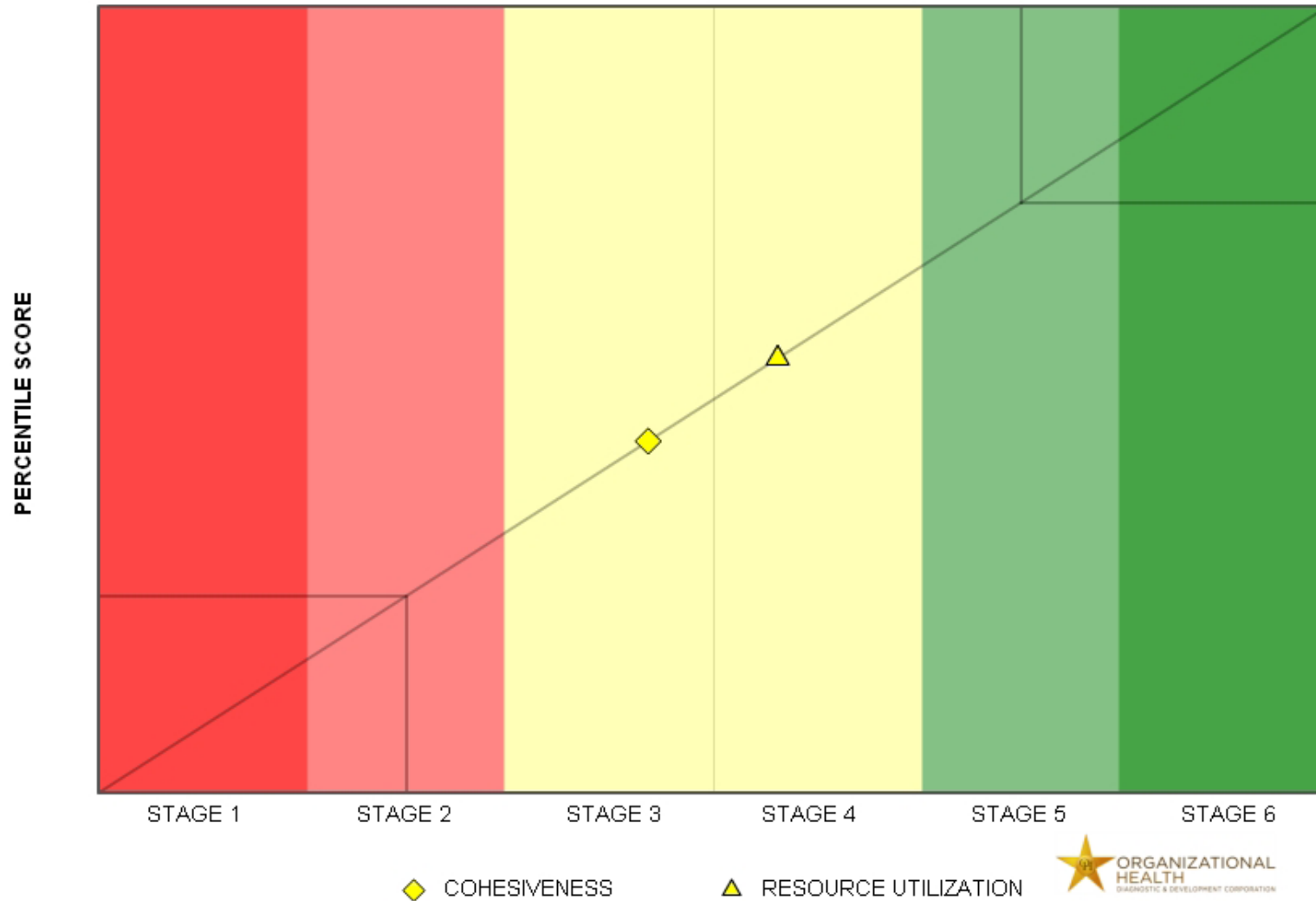
ORGANIZATIONAL HEALTH SCATTER PLOT

Levels of Empowerment - A08255RE



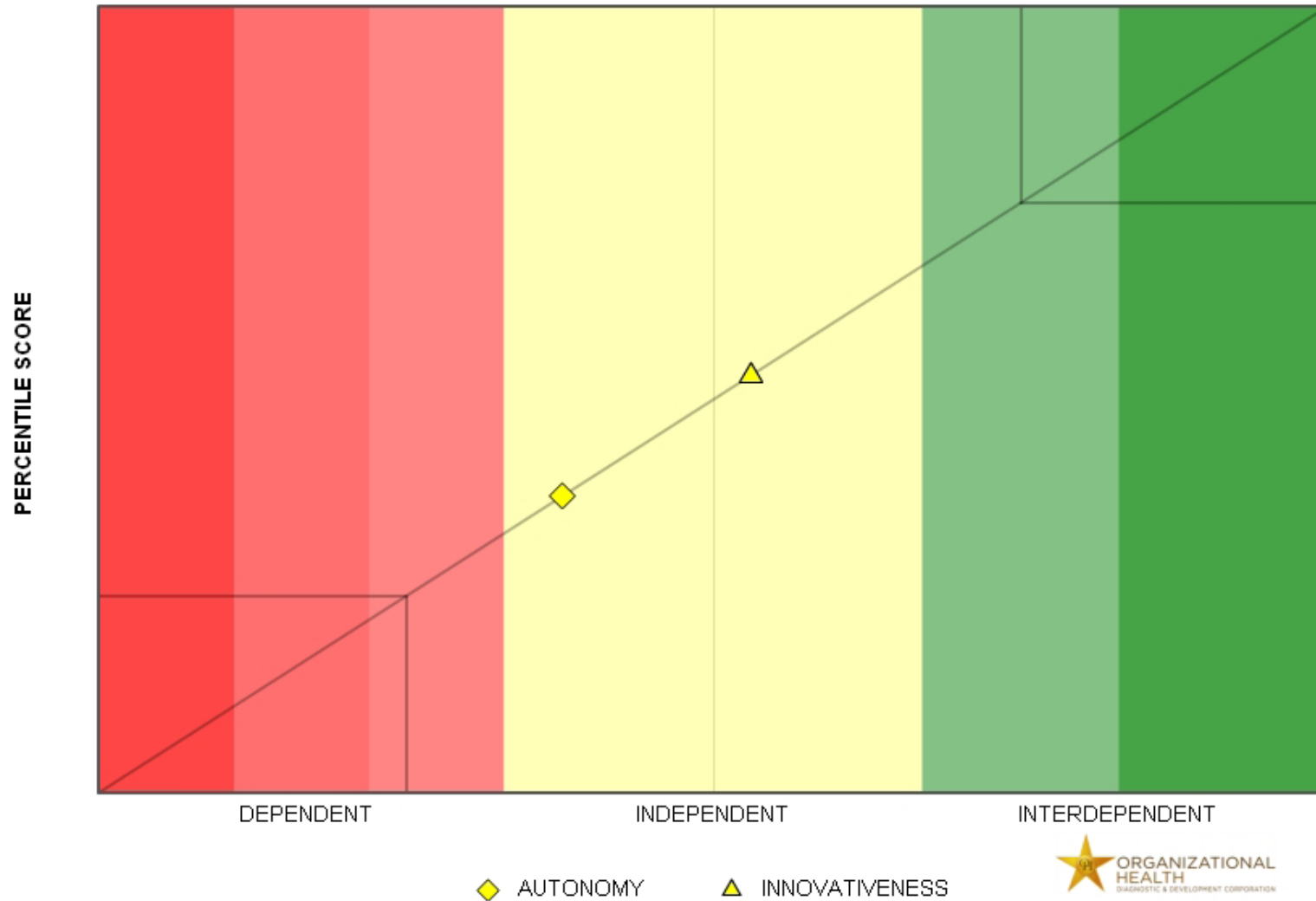
ORGANIZATIONAL HEALTH SCATTER PLOT

Stages of Team Development - A08255RE



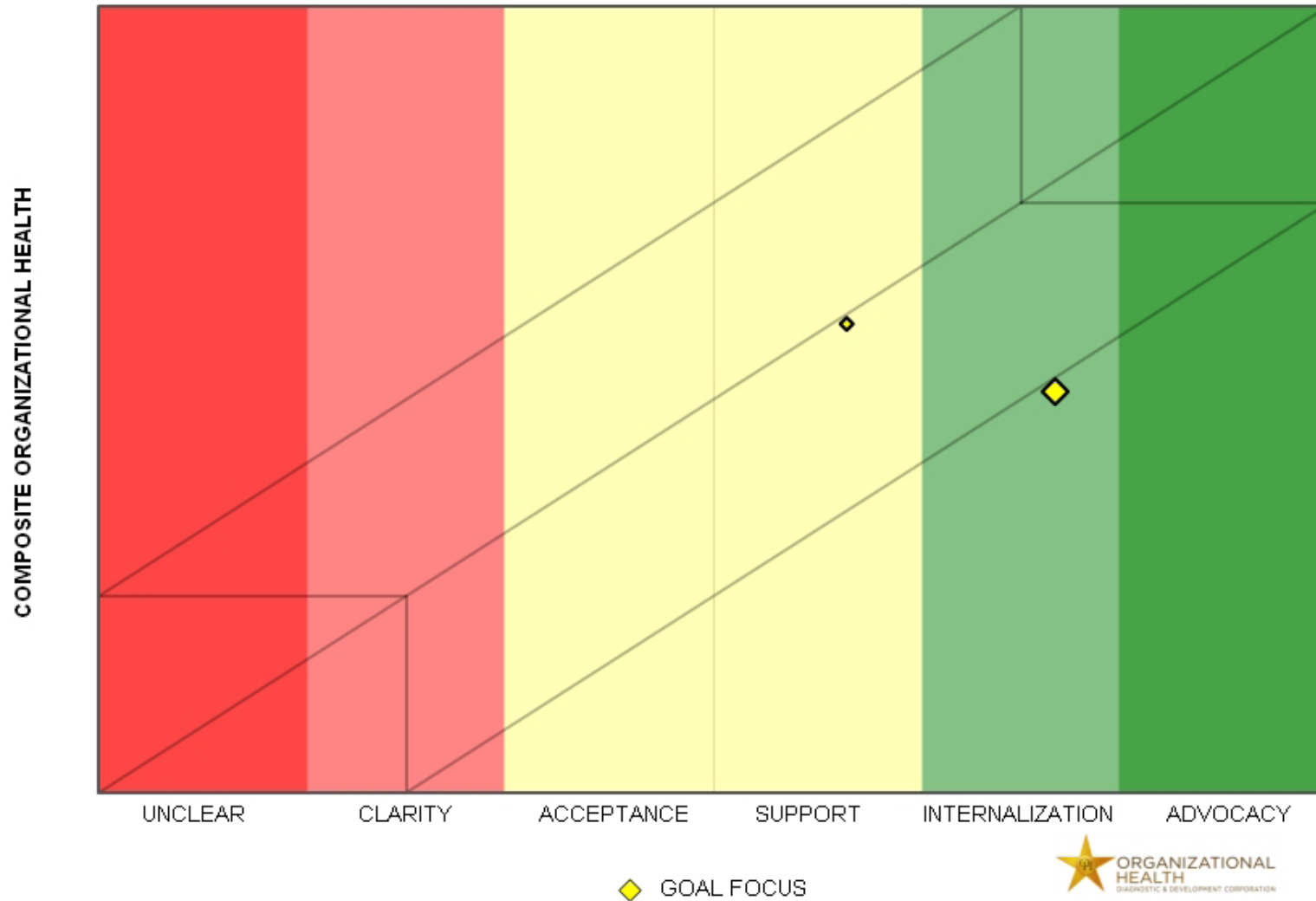
ORGANIZATIONAL HEALTH SCATTER PLOT

Levels of Autonomy - A08255RE



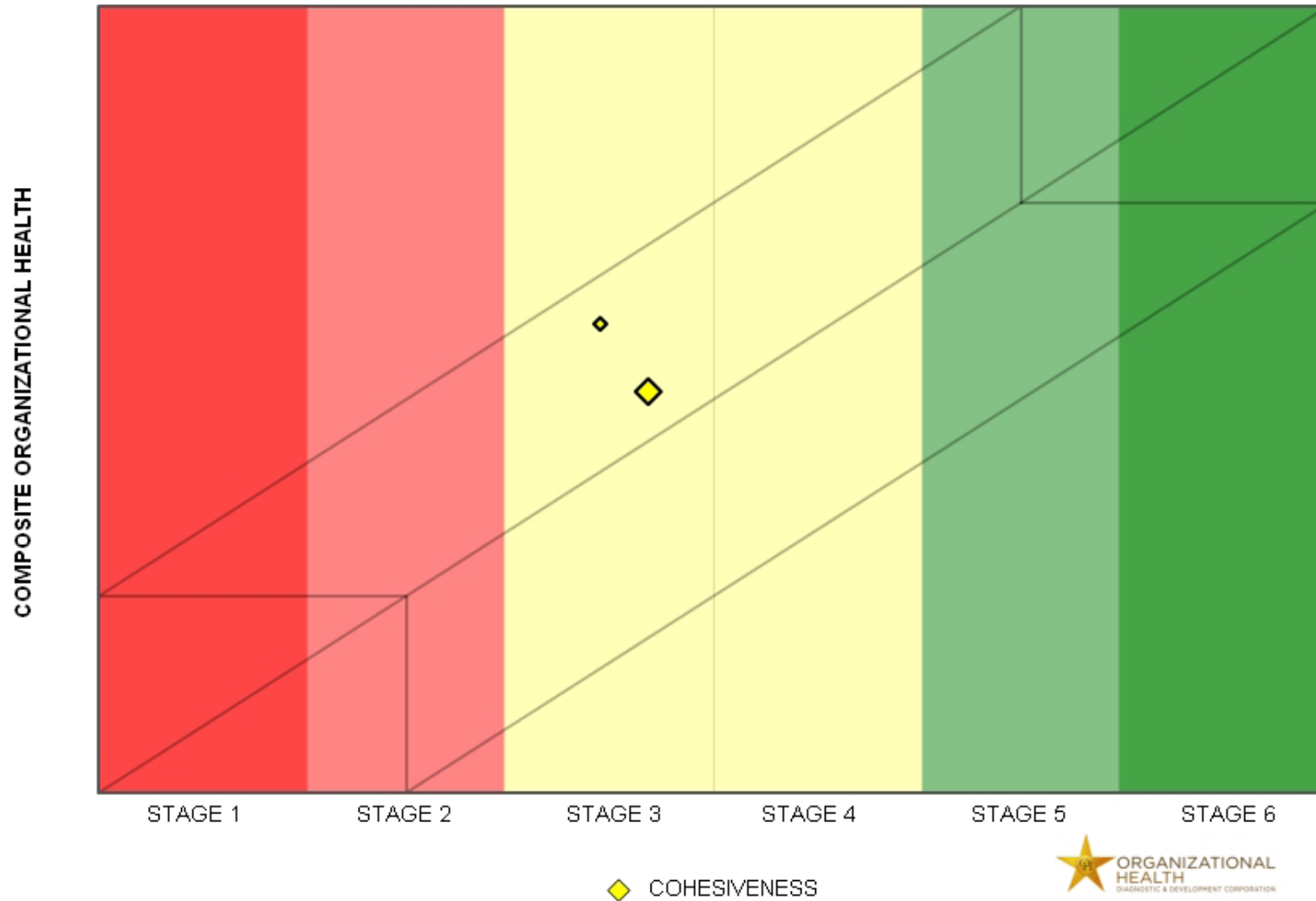
ORGANIZATIONAL HEALTH SCATTER PLOT

Levels of Goal Focus - A08255RE



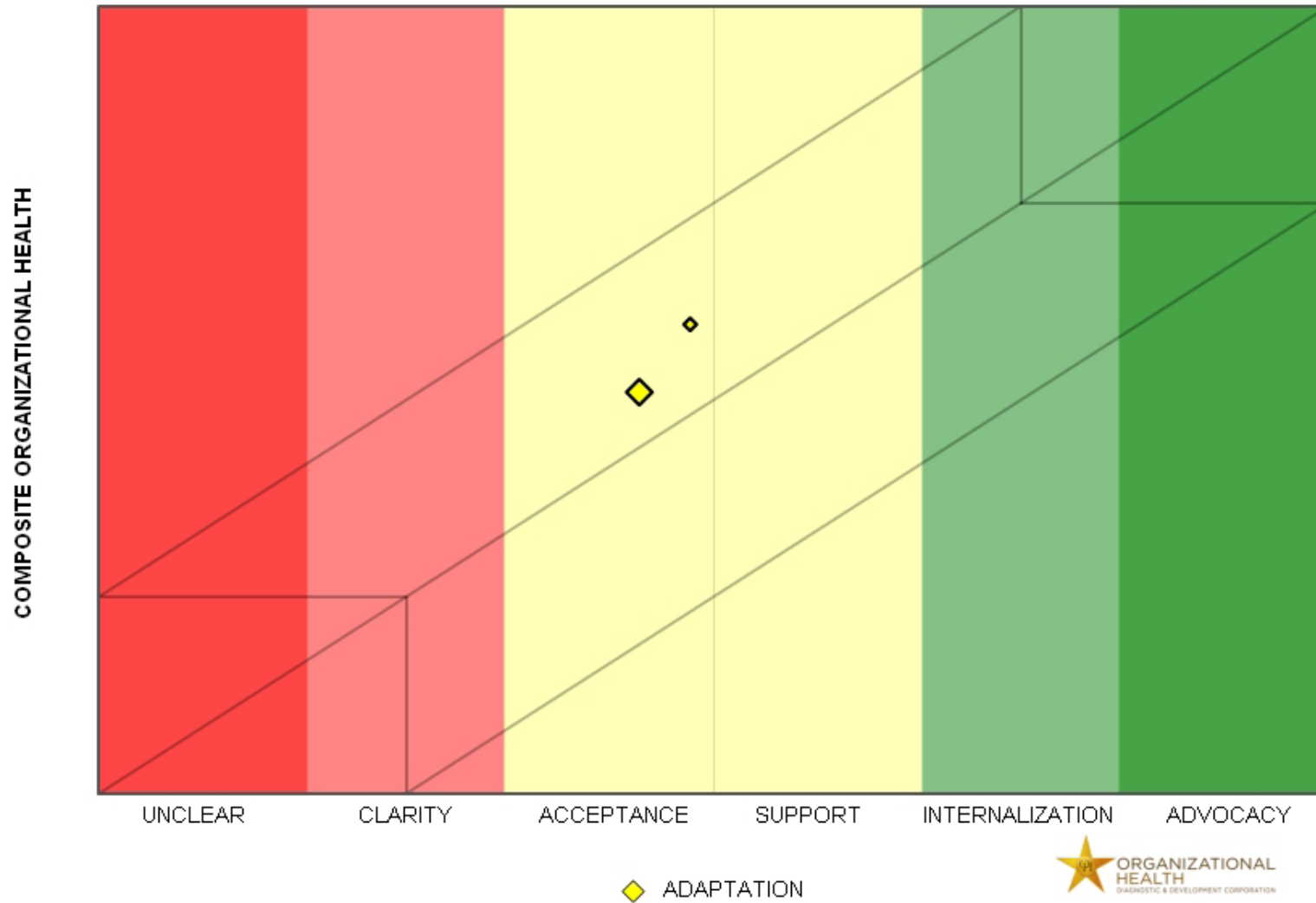
ORGANIZATIONAL HEALTH SCATTER PLOT

Stages of Team Development - A08255RE



ORGANIZATIONAL HEALTH SCATTER PLOT

Levels of Adaptation - A08255RE



A08255RE

GAP ANALYSIS

GF	78%	29%	33%	34%	40%	41%
COM	61%	12%	16%	17%	23%	24%
RES	55%	6%	10%	11%	17%	18%
INN	53%	4%	8%	9%	15%	16%
PSA	51%	2%	6%	7%	13%	14%
		OPE	COH	ADA	AUT	MOR
		49%	45%	44%	38%	37%

Goal Focus	78%
Communication Adequacy	61%
Resource Utilization	55%
Innovativeness	53%
Problem Solving Adequacy	51%
Optimal Power Equalization	49%
Cohesiveness	45%
Adaptation	44%
Autonomy	38%
Morale	37%

“Good is the enemy of great.”

-Jim Collins

Effective Schools Framework Diagnostic: Final Report

Campus:	Grades Served:	Date of Site Visit:
Linnie Roberts Elementary	1-2	2/15/2022
District:	Principal:	DCSI:
Bay City ISD	Marissa Wendel	Lisa Moya
ESF Facilitator:		
Vanessa Kunefke		

Summary of Strengths	Summary of Growth Areas
<ul style="list-style-type: none">The campus has a positive school culture with a mission, vision and aligned practices and policies, which is demonstrated by consistent student expectations across classrooms. The campus’s mission, vision and expectations were posted throughout the campus and reinforced during morning announcements and in the classrooms. It is evident that the students know the rules and procedures of the campus.There is a district scope and sequence (TEKS Resource System) that the campus uses.The campus uses Texas Instructional Leadership (TIL) to “coach up” the teachers.There is a common framework for lesson plans and the principal and assistant principal provide feedback on each lesson plan.	<ul style="list-style-type: none">There are sufficient curricular resources, but there is a lack of fidelity across grade levels/subjects in the use of instructional materials.PLCs are held weekly, but there was no evidence that a corrective instruction action planning process was followed.There was no evidence of visible student progress toward mastery of measurable goals in either classrooms or anywhere on the campus.
Prioritized Focus Areas for Improvement	
<p>Linnie Roberts Elementary demonstrates a number of strengths and areas of opportunity for the instructional leadership team to leverage as they plan for the upcoming school year. Through our analysis of artifacts, meeting with leadership, teachers and students we have identified two areas for Linnie Roberts to analyze deeper before school improvement planning begins.</p> <ol style="list-style-type: none">5.1: Effective classroom routines and instructional strategies5.3: Data-driven instruction <p>5.1 Effective classroom routines and instructional strategies The current campus TIP prioritized focus areas are 1.1 and 5.1. During the current school year, the campus has engaged in Texas Instructional Leadership. While they have demonstrated some growth in the area of implementing and providing effective classroom routines and instructional strategies, evidence gathered indicates that there is still work to be done in aligning and planning instruction. The campus leader also noted the need to continue work on the planning and delivery of small group instruction.</p>	

5.3 Data-driven instruction

The campus currently engages in PLCs but the protocol used is more of a reflection of a lesson rather than a corrective instruction action planning meeting. There is no evidence of the analyzing of student work and creating plans for instructional adjustment. Additionally, there is no evidence of visible student progress toward mastery of measurable goals in either classrooms or anywhere on the campus.

Summary of Barrier Analysis Findings

5.1 Effective classroom routines and instructional strategies

The principal named lack of time as a barrier to planning effective lesson delivery. She acknowledged the time factor needed for the alignment and planning of effective instruction, including lesson alignment and formative assessments. There is a lack of social studies curricular resources, which have been difficult to find. The campus leader also reflected that the teachers on this campus have to be open to putting in the time and hard work to implement more effective instructional strategies. She cited that she was losing approximately five staff members and that a barrier may be finding highly qualified teachers who are open to improvement.

5.3 Data-driven instruction

The campus has weekly PLC meetings led by the instructional coach. Time is cited as a factor in this essential action because the PLCs will need to be designed to be very time efficient in order to focus on unpacking the standards, identifying gaps, planning the reteach and following through with the reassessment data review. Skills in leading the corrective instruction action planning process are also lacking and will also need to be developed.

**Overall Implementation Level Guide
(For Reference Only)**

- ☐ **Full Implementation** - All key practices are substantially in place and functioning.
- ☐ **Partial Implementation** - Most (at least half) of the key practices are substantially in place and functioning.
- ☐ **Beginning Implementation** - Some (less than half) of the key practices are substantially in place and functioning.
- ☐ **Planning for Implementation** - Work is underway to develop at least one of the key practices.
- ☐ **Not Yet Started** - There is currently no evidence of any key practice.

Lever #1: Strong School Leadership and Planning

Essential Actions	Key Practices	Implementation Level	Evidence
<i>Develop campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities</i>	<p>Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).</p> <p>Performance expectations are clear, written, measurable, and match the job responsibilities.</p> <p>Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.</p> <p>Campus instructional leaders meet weekly to focus on student progress and formative data.</p> <p>Principal improves campus leaders through regularly scheduled job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.</p>	Beginning Implementation	<ul style="list-style-type: none"> • Campus instructional leader job descriptions are verbalized but not articulated in writing. The leadership team stated they have plans to complete an instructional leadership document with roles and responsibilities by the start of the next school year. • There was no evidence of performance expectations matching job responsibilities. • The Instructional Leadership Team (ILT) meets every Tuesday to review teacher walkthroughs, conduct TIL planning and share communications of district and campus information. An agenda is sent out prior to the meeting, and minutes are recorded. The dates of the ILT meetings are included in the calendar. • There was no evidence of the review of student progress and formative data during the weekly ILT meetings. The instructional leaders state they review student data at the weekly PLC meetings, which the principal attends. • Professional development is not aligned to meaningful development goals informed by data but is provided on an as needed basis. The instructional coach provides modeling for the teachers during PLC meetings. • ESF Diagnostic Survey results indicated an overall positive perception of school leadership (staff 71%/family86%).

Lever #2: Strategic Staffing			
Essential Actions	Key Practices	Implementation Level	Evidence
<p><i>Recruit, select, assign, induct, and retain a full staff of highly qualified educators</i></p>	<p>The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.</p> <p>Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.</p> <p>Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.</p> <p>Teacher placements are strategic based on student need and teacher strengths.</p> <p>Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.</p> <p>Preferred substitutes are recruited and retained.</p>	<p>Beginning Implementation</p>	<ul style="list-style-type: none"> • The campus leaders state that recruitment is difficult and much of their recruitment is through word of mouth. The district does have a “Grow Your Own” program which one of the campus’ paraprofessionals is going through now. However, there is no evidence of on-going and proactive recruitment strategies. • There is no evidence of clear selection criteria or protocols that align with the school’s vision, mission and values. The district provides new teachers with training at the beginning of the school year and there are also Saturday academies available throughout the year for new teachers. • Current retention strategies are focused on mentor teachers providing assistance and providing a very welcoming atmosphere. • Artifacts include a teacher and paraprofessional culture/climate survey that is completed at the middle of the year. The principal uses the data collected to communicate areas of needed growth. The principal also talks to each teacher concerning what they love about their job and what the principal can do to better support them. • The teacher focus group reports that the current campus leadership is approachable, positive and encouraging. • Teacher placement is driven by effectiveness, and teachers are placed in positions based on their ability to succeed. The campus principal states that she meets with each teacher at the end of the year to review their students’ growth with some hard conversations and some great celebrations. • There is evidence of the instructional coach modeling best practices and of the campus leaders working with teachers to improve their teaching practices. • There are attempts to secure preferable substitutes when a teacher has to be out.

Lever #3: Positive School Culture			
Essential Actions	Key Practices	Implementation Level	Evidence
<p><i>Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations</i></p>	<p>Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values.</p> <p>Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success</p> <p>Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.</p> <p>Regular campus climate surveys assess and measure progress on student and staff experiences.</p>	<p>Partial Implementation</p>	<ul style="list-style-type: none"> • Linnie Roberts Elementary staff members were engaged in developing their campus mission, vision and values, and refinement is done through SBDM meetings. • The campus goal of “Every student grows every day” reinforces high expectations for all students. This expected growth for all is also stressed at weekly PLC meetings. • The campus holds fall and spring SBDM meetings which include stakeholders who review the campus mission, vision, goals, and student data, including discipline and attendance as well as organizational health. • There is widespread reflection and reinforcement of the mission, vision and goals. The campus expectations of Be Safe, Be Responsible and Be Respectful are posted in every classroom, the cafeteria, the gym and in hallways. These expectations are visible and are consistently reinforced by the staff. Morning announcements, including a campus chant, reinforces the campus' mission and expectations. • Artifacts include the campus' “First Day of School Boot Camp” where students and teachers follow a campus rotation schedule to discuss expectations, routines and procedures. • Artifacts include a teacher and paraprofessional culture/climate survey completed at the semester. This survey is used to determine areas of needed growth as related to culture. • The ESF Diagnostic Survey results indicated that 70% of the parents had a positive perception of the campus climate.

Lever #4: High-Quality Instructional Materials & Assessments

Essential Actions	Key Practices	Implementation Level	Evidence
<p>Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.</p>	<p>Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.</p> <p>High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.</p> <p>Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor.</p>	<p>Beginning Implementation</p>	<ul style="list-style-type: none"> • The campus uses TEKS Resource System as its scope and sequence, and the campus created its own pacing guide prior to the start of the school year. Artifacts include pacing guides for second grade math and science. The campus uses CBA assessments after each unit as well as mCLASS assessments for reading and math three times per year. • The campus incorporates intervention into the daily schedule. The students are put into tiers based on data, and the students in tier three are provided with intense intervention for 35 minutes per day by their teacher. Tutorials are also provided outside of the school day. • Artifacts included a CBA for second grade math and DMAC TEKSscore reports that are reviewed after each assessment. • There are curricular resources available for teachers to use including the HMH basal and Fountas & Pinnell for reading, Go Math and Stem Scopes for math, Stem Scopes and Science Fusion for science and Studies Weekly for social studies. Not all curricular resources follow the scope and sequence, so teachers have to make adjustments as they use the resources. Students were using the curricular resources in classrooms during walkthroughs, but there was a lack of fidelity across the campus. • There is a district scope and sequence (TEKS Resource System) that the campus uses. • There is a common framework for lesson plans and the principal provides feedback on each lesson plan. • Teachers meet in PLCs weekly and discuss a variety of topics. Sometimes this includes sharing lesson materials and teacher review of assessment data when it is available and common. The instructional coach sometimes models effective instructional strategies. There was no evidence of teachers planning reteach lessons. • Administrators and teachers state lesson plans are due by Thursday at midnight. The lesson plan template follows the 5E Model. Administrators review every teacher's plans after submission, and provide email feedback to the teachers. Administrators state they review the plans for rigor, vocabulary, small group instruction and differentiated instruction for EB and special education students. Administrators state they have recently added Essential Questions as a lesson plan requirement.

Lever #5: Effective Instruction

Essential Actions	Key Practices	Implementation Level	Evidence
Effective classroom routines and instructional strategies	<p>Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.</p> <p>Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.</p> <p>Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.</p>	Beginning Implementation	<ul style="list-style-type: none"> The campus participates in Texas Instructional Leadership, specifically Observation Feedback, to “coach up” their teachers. Tier III teachers have coaching plans which include a calendar for observation feedback loops. Artifacts include a coaching plan and monthly feedback loop document. The campus uses CHAMPS as their behavior management system. The campus has a strong focus on setting behavioral expectations in all areas of the campus including the classrooms, hallways, cafeteria, gym, morning drop-off and afternoon dismissal. Campus expectations are consistently posted throughout the campus and are reviewed every morning. The campus uses restorative circles to build strong relationship with students. The instructional coach and the principal attend every PLC where effective instructional strategies, including small group instruction, are promoted. Administrators regularly review and provide feedback on lesson planning and attend PLCs. During the administrator focus group, the principal stated the campus has plenty of materials but must work toward alignment of instructional materials to the TEKS Resource System.
Data-driven instruction	<p>Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.</p> <p>Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p> <p>Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency</p>	Beginning Implementation	<ul style="list-style-type: none"> The campus principal and instructional coach attend the weekly PLCs, and it is at these meetings that the campus leaders review the data and coach the teachers around it. Teachers meet weekly in PLC or PLT meetings and have a written agenda which the instructional coach builds. The protocol used is more of a reflection of a lesson rather than a corrective instruction action planning meeting. There is no evidence of the analyzing of student work and creating plans for instructional adjustment. Even though this is a 1st – 2nd grade campus, the mCLASS data has been converted to reflect Approaches, Meets and Masters equivalents in order for the teachers and students to be aware of their accountability progress. The PLC meeting observed focused on small group instruction and being more intentional with checks for understanding. The PLC meeting began with a video of small group instruction, followed by a review of the steps to use when starting a small group math activity, followed by the six steps to follow when teaching a routine and how to check for

	progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.		<p>understanding in a small group. Math station ideas were shared, and each teacher received a bag of materials to use in stations. The meeting concluded with a review of beginning of year and middle of year data to identify the areas most in need of growth.</p> <ul style="list-style-type: none">• There was no evidence of visible student progress toward mastery of measurable goals in either classrooms or anywhere on the campus.• Both the teacher focus group and the administrator focus group stated that each student has a data folder which is kept in the classroom. The teachers stated that students track their progress with graphing.• Artifacts included a DMAC Student Learning Plan document used for an RTI meeting. This document included the student's intervention target areas.• The teacher focus group stated that the campus had a 100th day of growth parade where the students celebrated their academic growth.
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**Linnie Roberts Elementary
2021–2022
Spring
SBDM**

LINNIE ROBERTS ELEMENTARY SCHOOL

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Through SBDM, many significant decisions at the campus level will benefit from a consideration of the perspectives of all stakeholders. These decisions involve administrators, teachers, parents, business representatives and community members as partners in the business of increasing student achievement.

At Linnie Roberts Elementary...

Our Vision

The staff at Linnie Roberts Elementary will build a foundation to maximize every students' potential to become confident life-long learners.

Our Mission

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Be Respectful

Be Responsible

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5. Strive to model life-long learning by growing as educators.
6. Maintain a happy, risk-free environment.

Our Goal

Every student grows every day...

Teacher Goal for Students

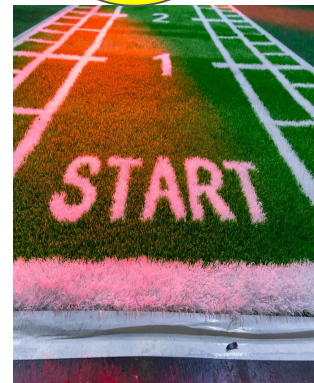


Student Goal for Themselves



End of Year 1st Grade Reading

26%



**Fail (Well
Below
Benchmark)**

96

37%

**Approaches
(Below
Benchmark +
Benchmark +
Above
Benchmark)**

161

63%

**Meets
(Benchmark +
Above
Benchmark)**

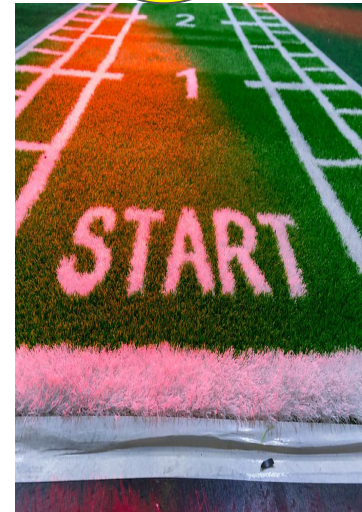
130

51%

End of Year 2nd Grade

Fail (Well Below Benchmark)	126	46%	
Approaches (Below Benchmark + Benchmark + Above Benchmark)	148	54%	
Meets (Benchmark + Above Benchmark)	98	36%	
Masters (Above Benchmark)	46	17%	

27%



1st Grade

Fail
(Intensive)

42

17%

Approaches
(Strategic
+
benchmark
)

210

83%

Meets (
Benchmark
)

103

41%

Total

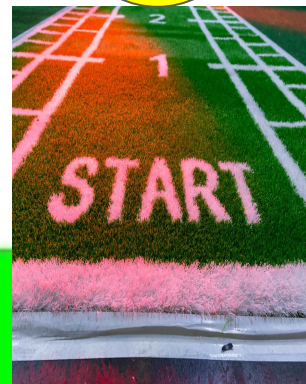
8%



2nd Grade

Fail (Intensive)	64	27%
Approaches (Strategic + benchmark)	173	72%
Meets (Benchmark)	85	36%
Total		

8%

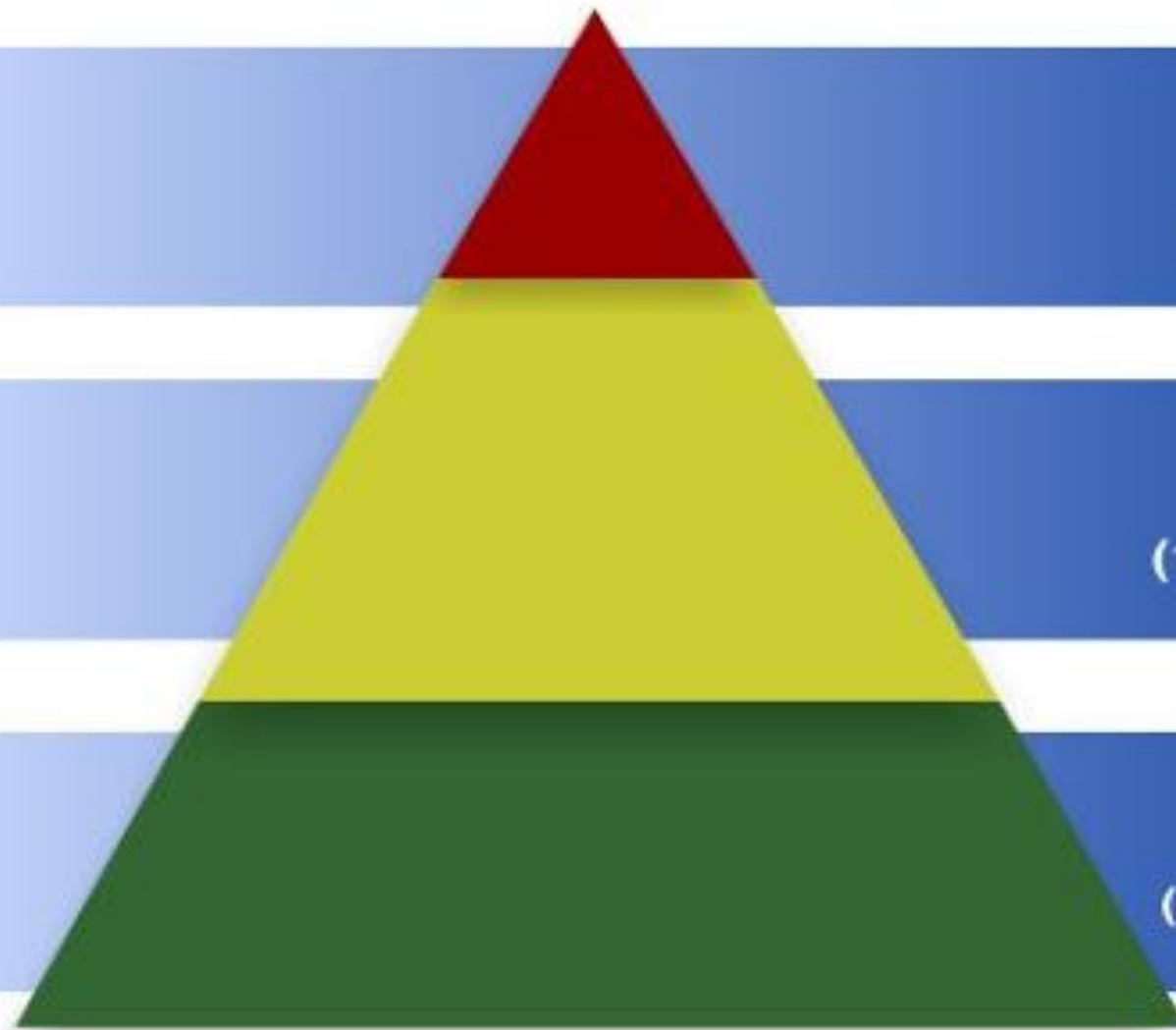


Garcia

Garcia		
Roberts Reading	Students	%
Fail (Well Below Benchmark)	31	70%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	13	30%
Meets (Benchmark + Above Benchmark)	10	23%
Masters (Above Benchmark)	4	9%
Total	44	

Fail (Well Below Benchmark)	16	36%	
Approaches (Below Benchmark + Benchmark + Above Benchmark)	29	64%	
Meets (Benchmark + Above Benchmark)	21	47%	
Masters (Above Benchmark)	8	18%	
Total	45		
		Component Score	Grade
Achievement Score		43%	72
Progress Score (Growth)		89%	94
Progress Score (Rel.Perf.)		43%	79

Fail (Well Below Benchmark)	12	25%	
Approaches (Below Benchmark + Benchmark + Above Benchmark)	36	75%	
Meets (Benchmark + Above Benchmark)	32	67%	
Masters (Above Benchmark)	15	31%	
		Component Score	Grade
Achievement Score		56%	85
Progress Score (Growth)		94%	97
Progress Score (Rel.Perf.)		56%	91



Tier 3
(0-10 percentile)

Tier 2
(11-25 percentile)

Tier 1
(26-100 percentile)

The Rtl Model

Reading		# of Stdudents		Math		# of Stdudents	
Campus	T3	300	59%	Campus	T3	177	35%
	T2	73	14%		T2	287	57%
	T1	136	27%		T1	41	8%
First Grade	T3	139	57%	First Grade	T3	82	34%
	T2	40	17%		T2	139	58%
	T1	63	26%		T1	20	8%
Second Grade	T3	161	60%	Second Grade	T3	95	36%
	T2	33	12%		T2	148	56%
	T1	73	27%		T1	21	8%

Reading		# of Students		Math		# of Students	
Campus	T3	223	42%	Campus	T3	111	21%
	T2	81	15%		T2	219	42%
	T1	229	43%		T1	189	36%
1st Grade	T3	96	37%	1st Grade	T3	44	17%
	T2	31	12%		T2	107	42%
	T1	130	50.6%		T1	103	41%
2nd Grade	T3	127	46%	2nd Grade	T3	67	25%
	T2	50	18%		T2	112	43%
	T1	99	36%		T1	86	32%



BAY CITY ISD

LINNIE ROBERTS
ELEMENTARY SCHOOL

BAY CITY, TX



Organizational Health Inventory

How Are We Going To Do It?

Promoting ownership of the mission statement for all stakeholders

Creating low-risk opportunities for staff by utilizing abilities and talents



Before you speak:

THINK

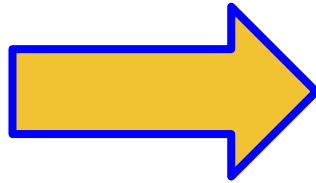
T = Is it True?

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K = Is it Kind?



If It's...

1. Mission-Centered
2. TEKS Aligned
3. Developmentally Appropriate
4. Engaging

...Go For It!



How LRE Honors Bucket Fillers



Be a BUCKET FILLER. Be KIND.



Affirmations

Please share who has been a positive, motivational, or supporting team member to you.

Email *

Valid email

This form is collecting emails. [Change settings](#)

Person you want to Affirm

Short answer text

Your Name *

Short answer text

Why do you want to recognize this person? *

Long answer text

Filling Buckets...

Guess what...when you fill someone's bucket, you fill your own bucket too!



The artwork used is my own and is not illustrated by the author or publishers of this story.

Discipline

Attendance



Bay City Independent School District

Linnie Roberts Elementary

2021-2022 Goals/Performance Objectives/Strategies

BAY CITY ISD

**LINNIE ROBERTS
ELEMENTARY SCHOOL**

BAY CITY, TX

2021-2022 Goals

I GROW, YOU GROW, WE ALL GROW TOGETHER!



CHERRY



ROBERTS



HOLMES



BCJH



BCHS



Linnie Roberts Elementary
2021-2022
Fall
SBDM

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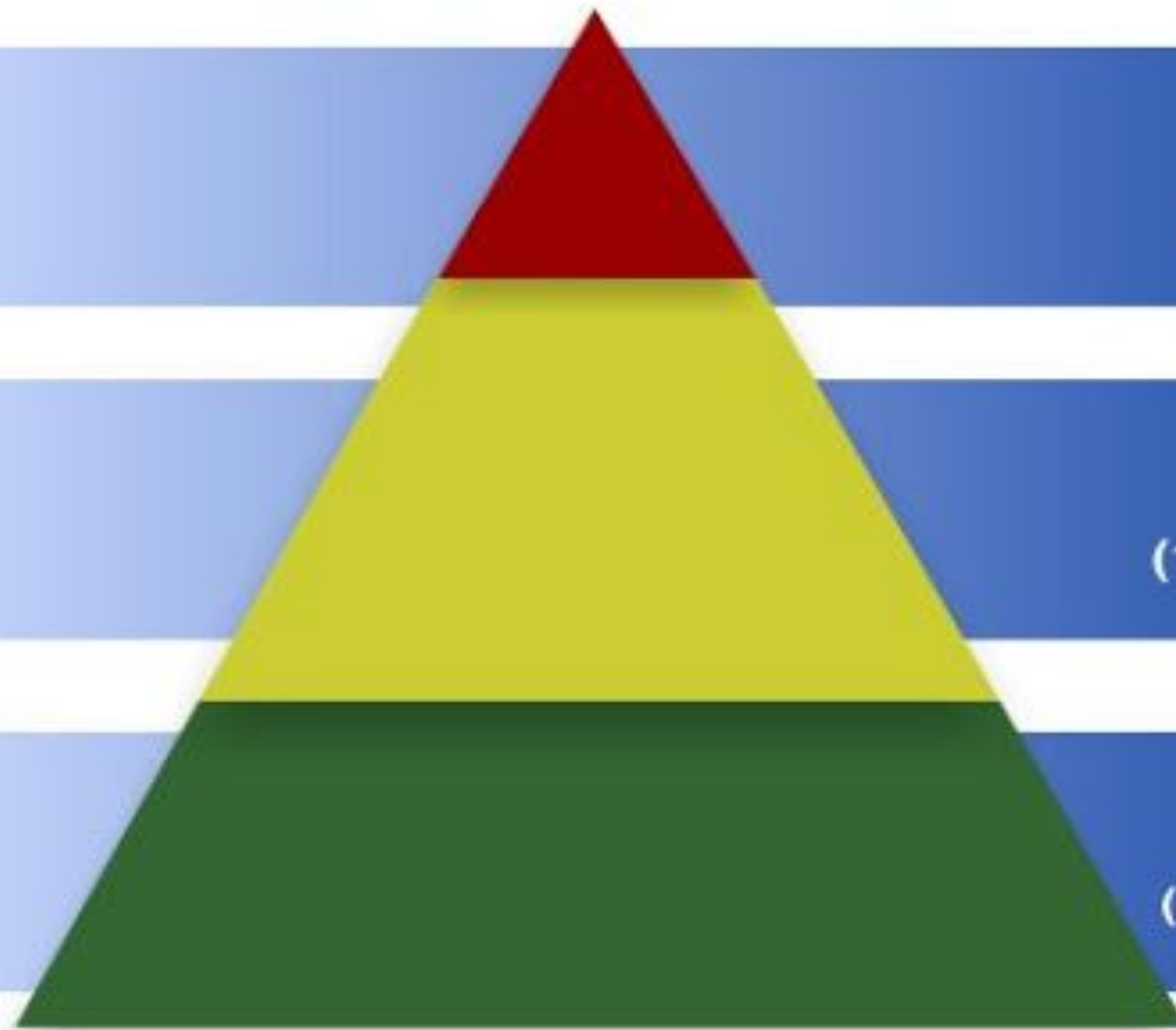
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Tier 3
(0-10 percentile)

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1st Grade Reading

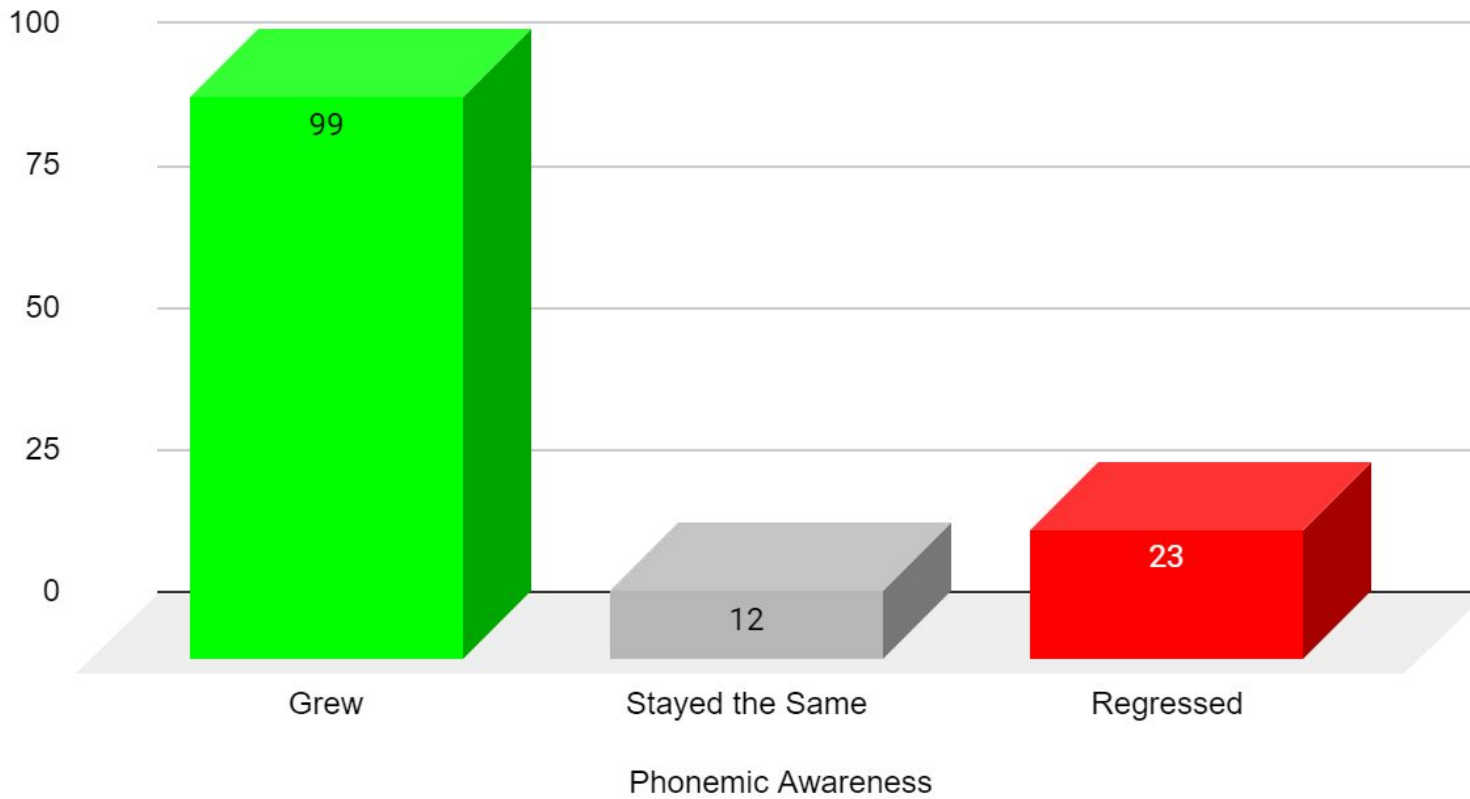
Letter Sounds

Decoding

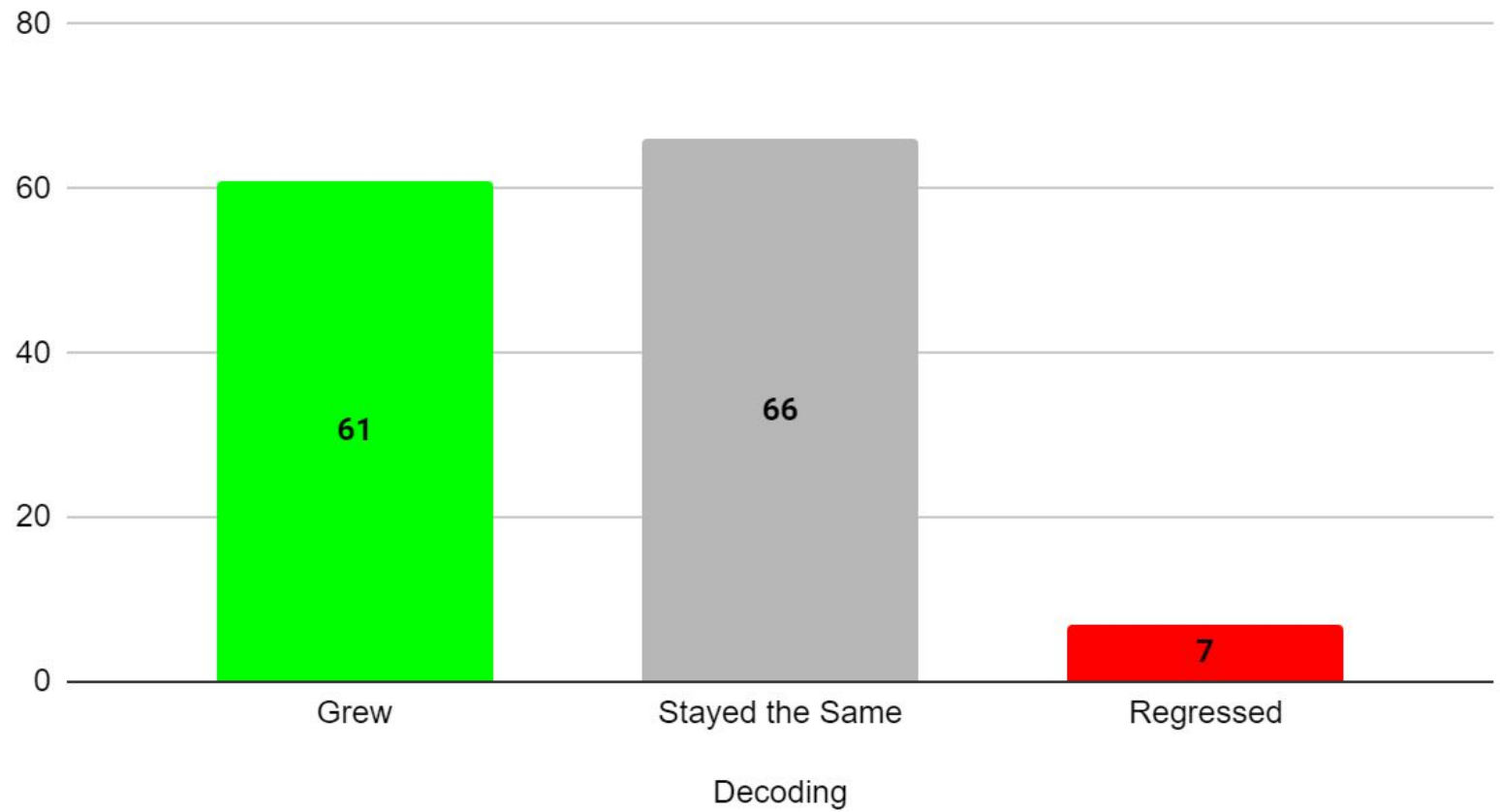
Phonemic Awareness



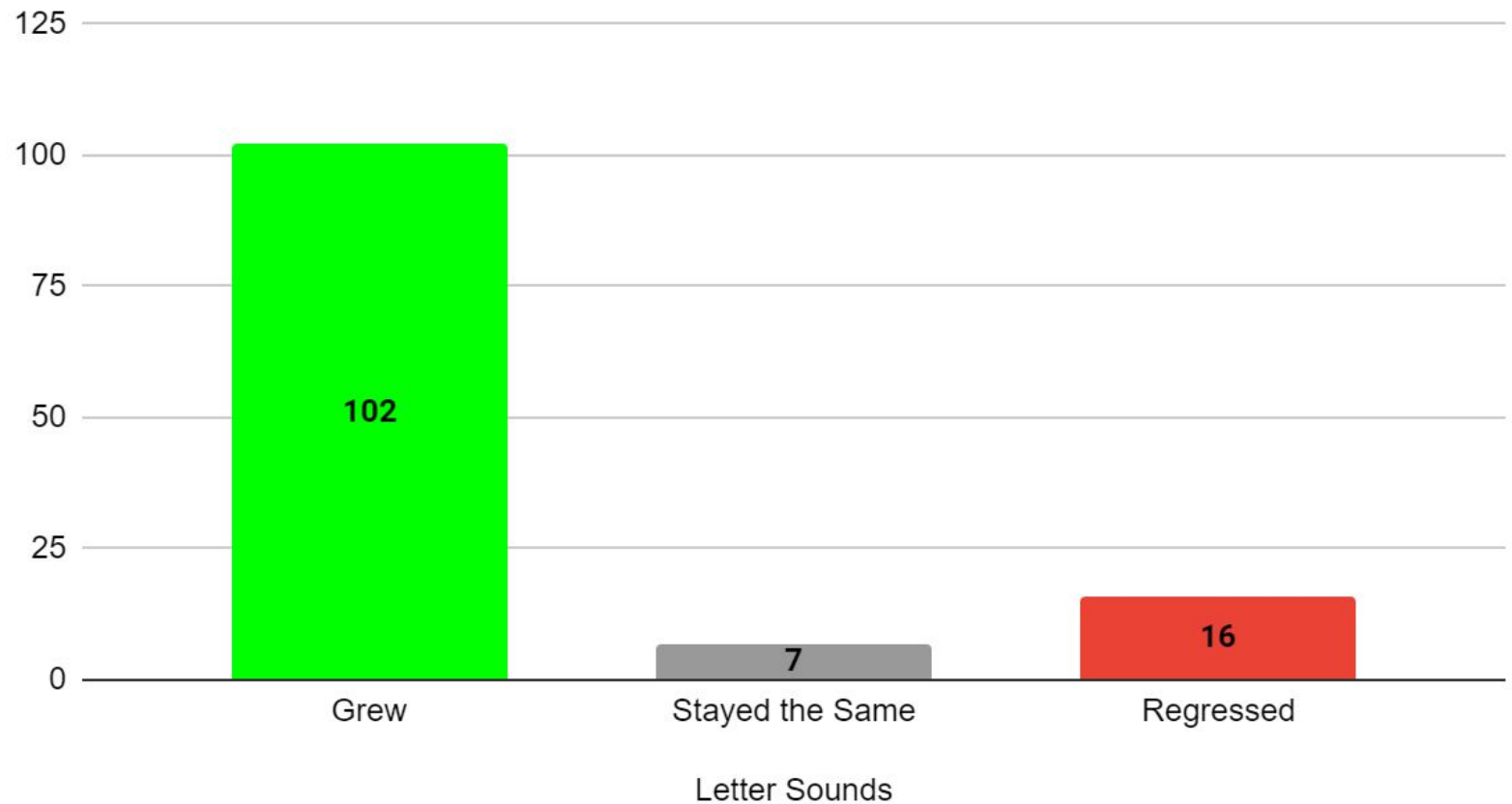
Students-Phonemic Awareness



Students-Decoding

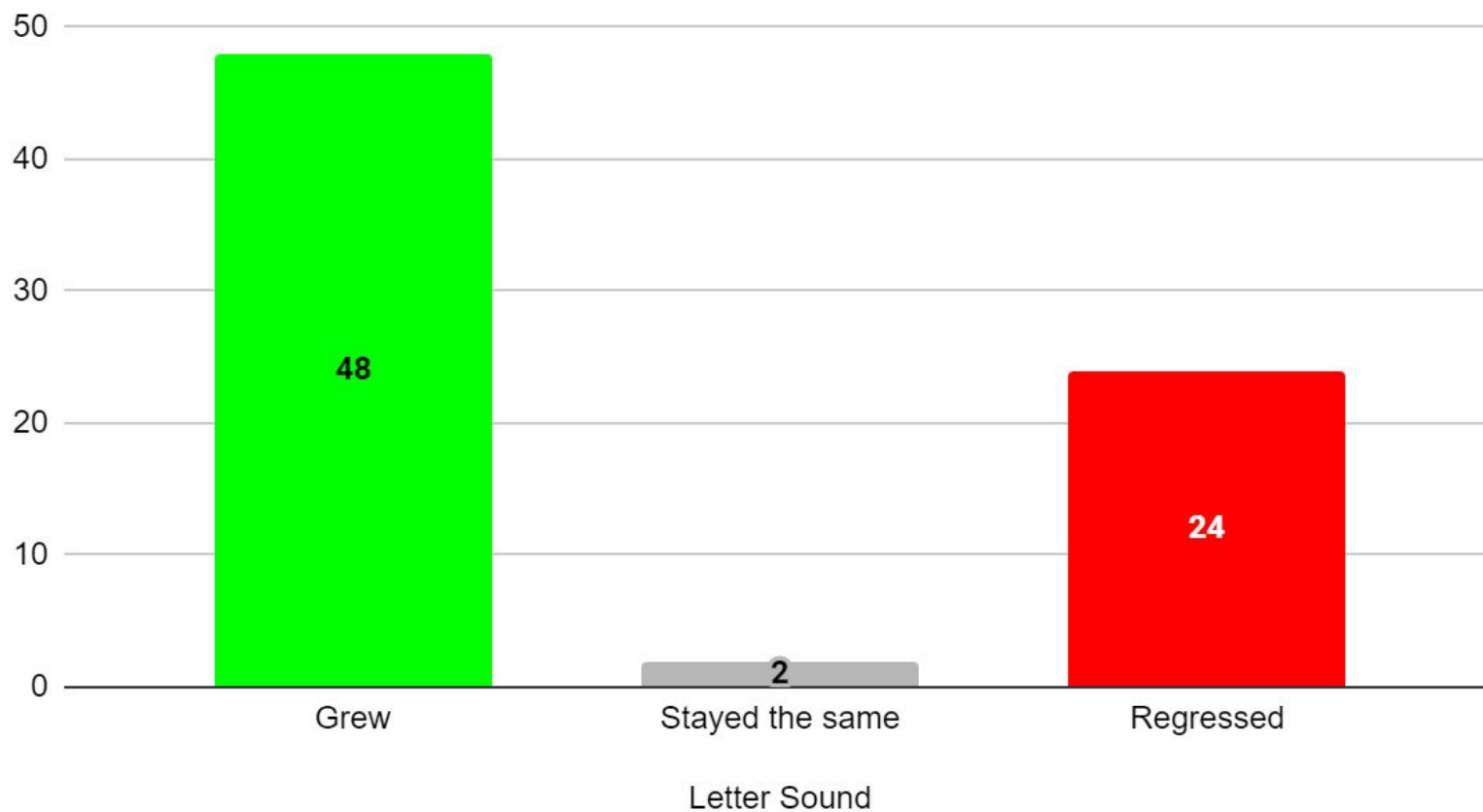


Number of Students -Letter Sounds (1st Grade)

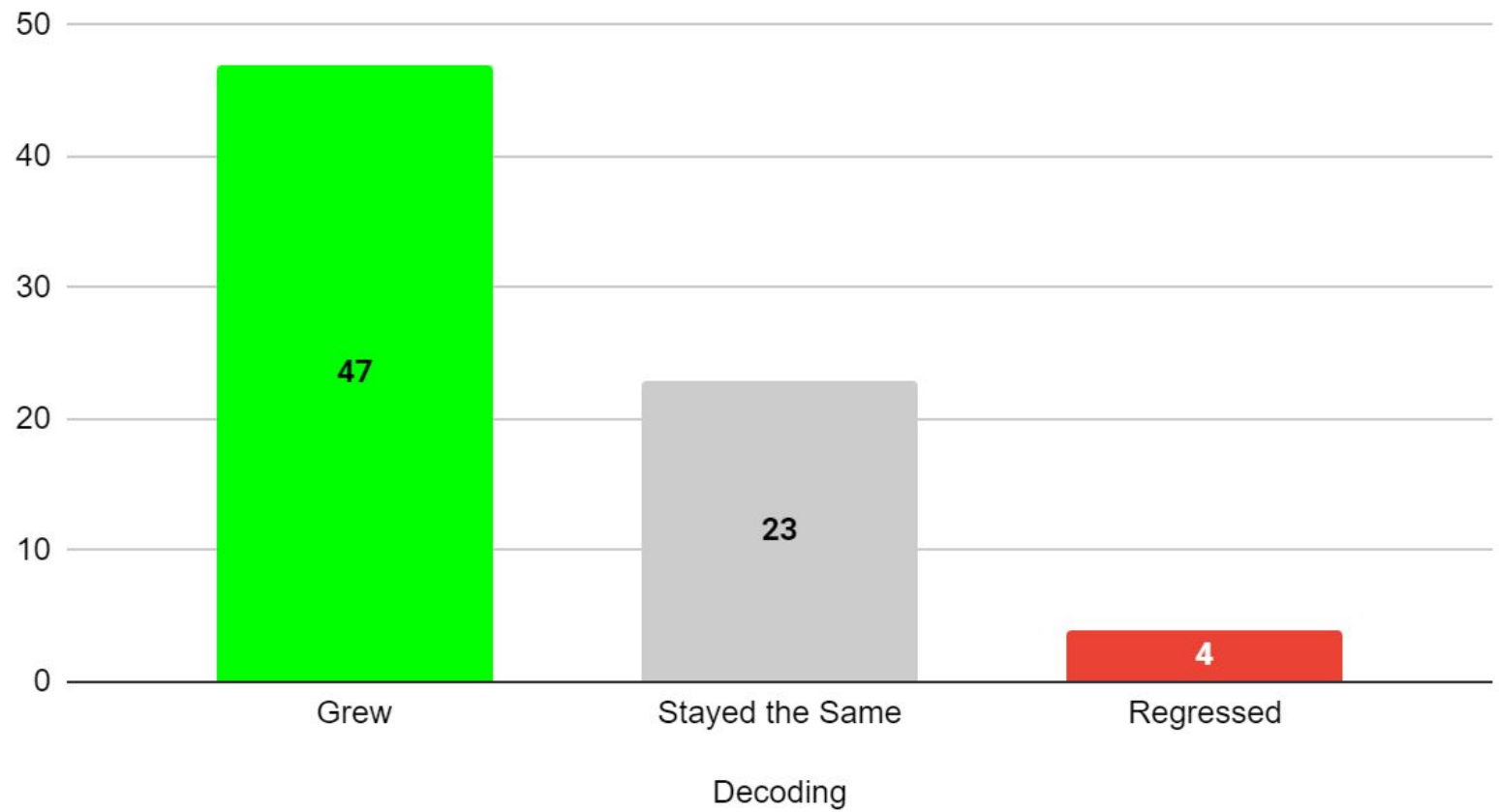


2nd Grade Reading

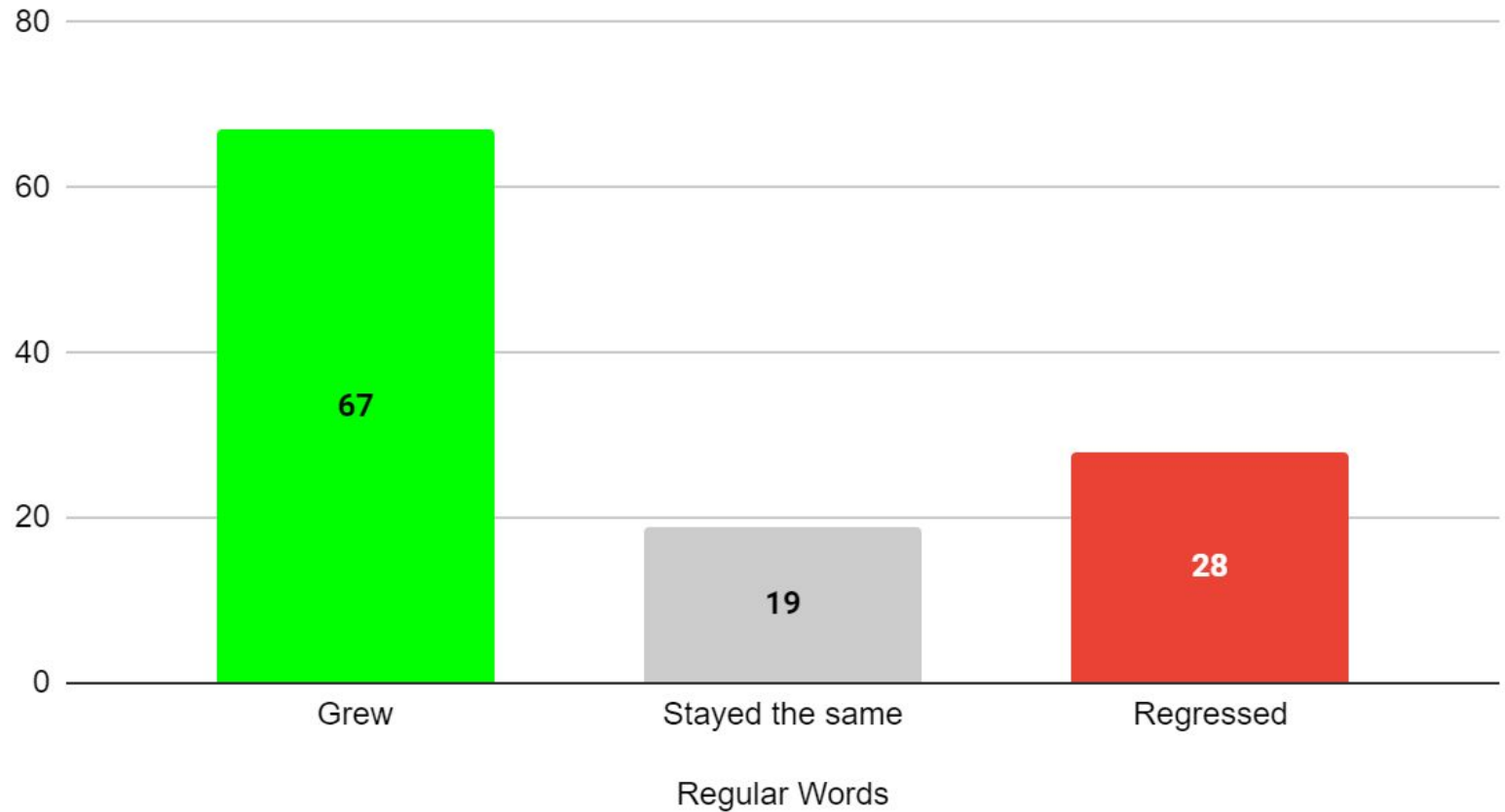
of students Letter Sound



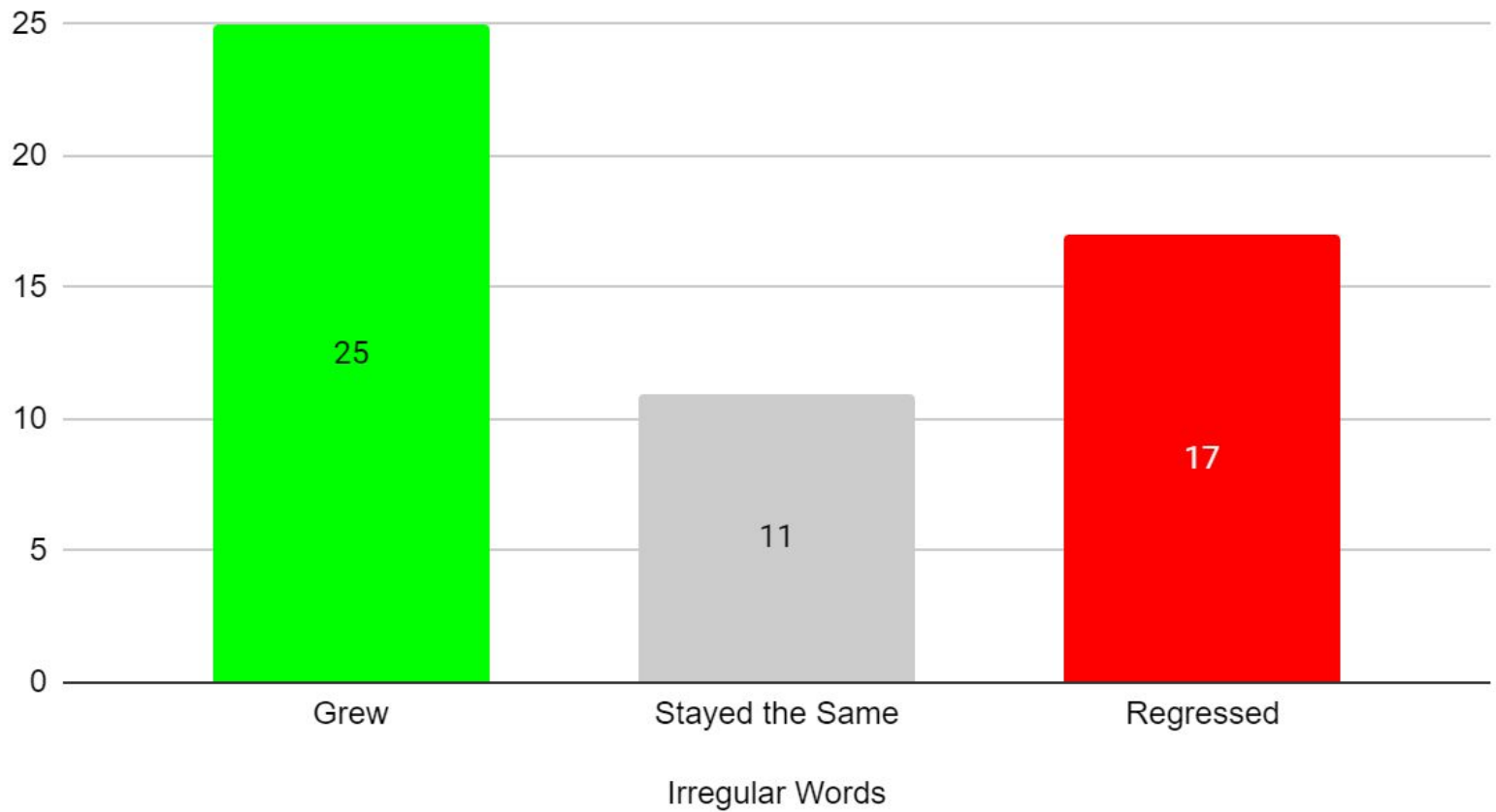
of Students -Decoding



of Students Regular Words



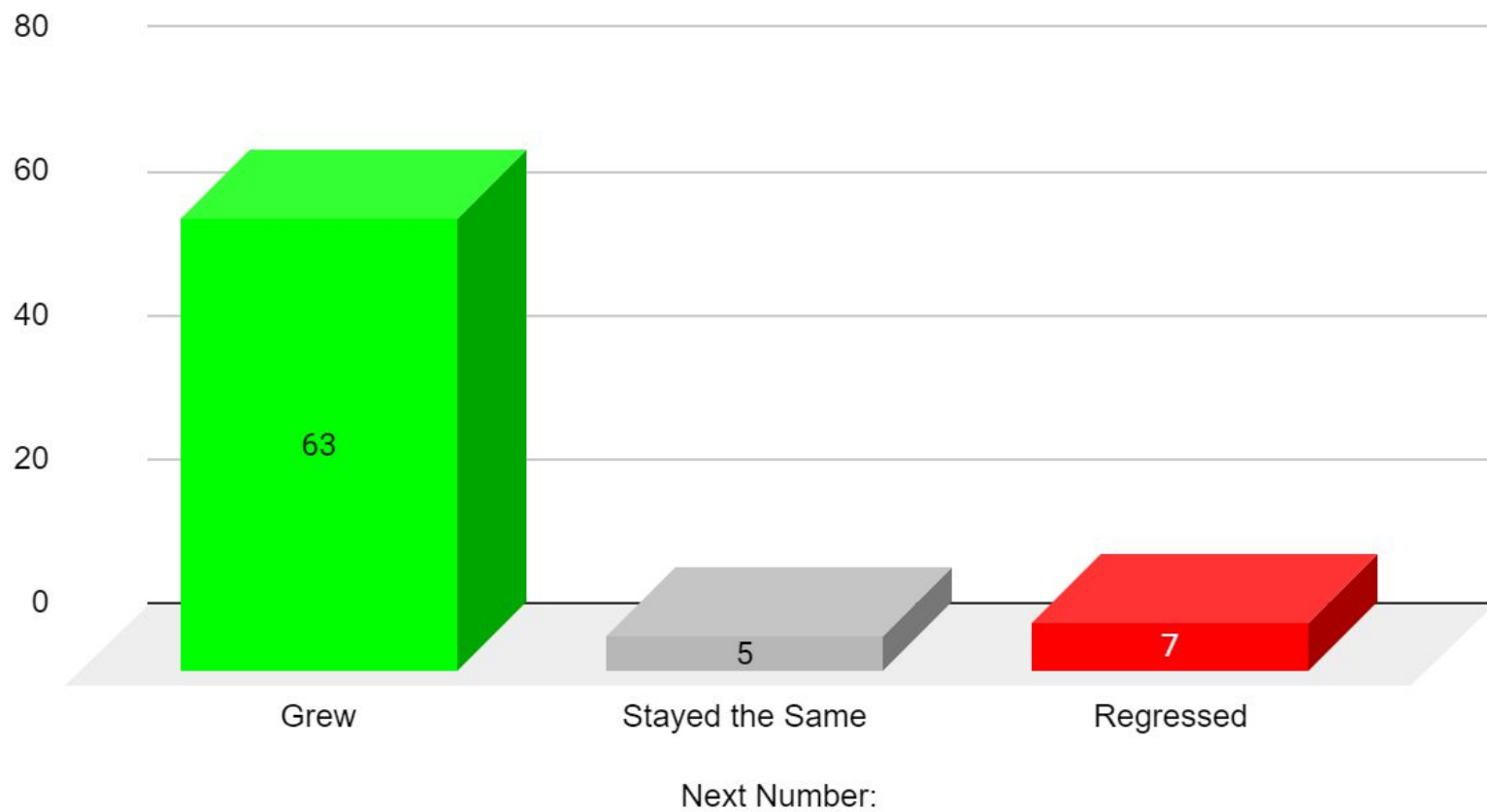
of Students -Irregular Words



Math

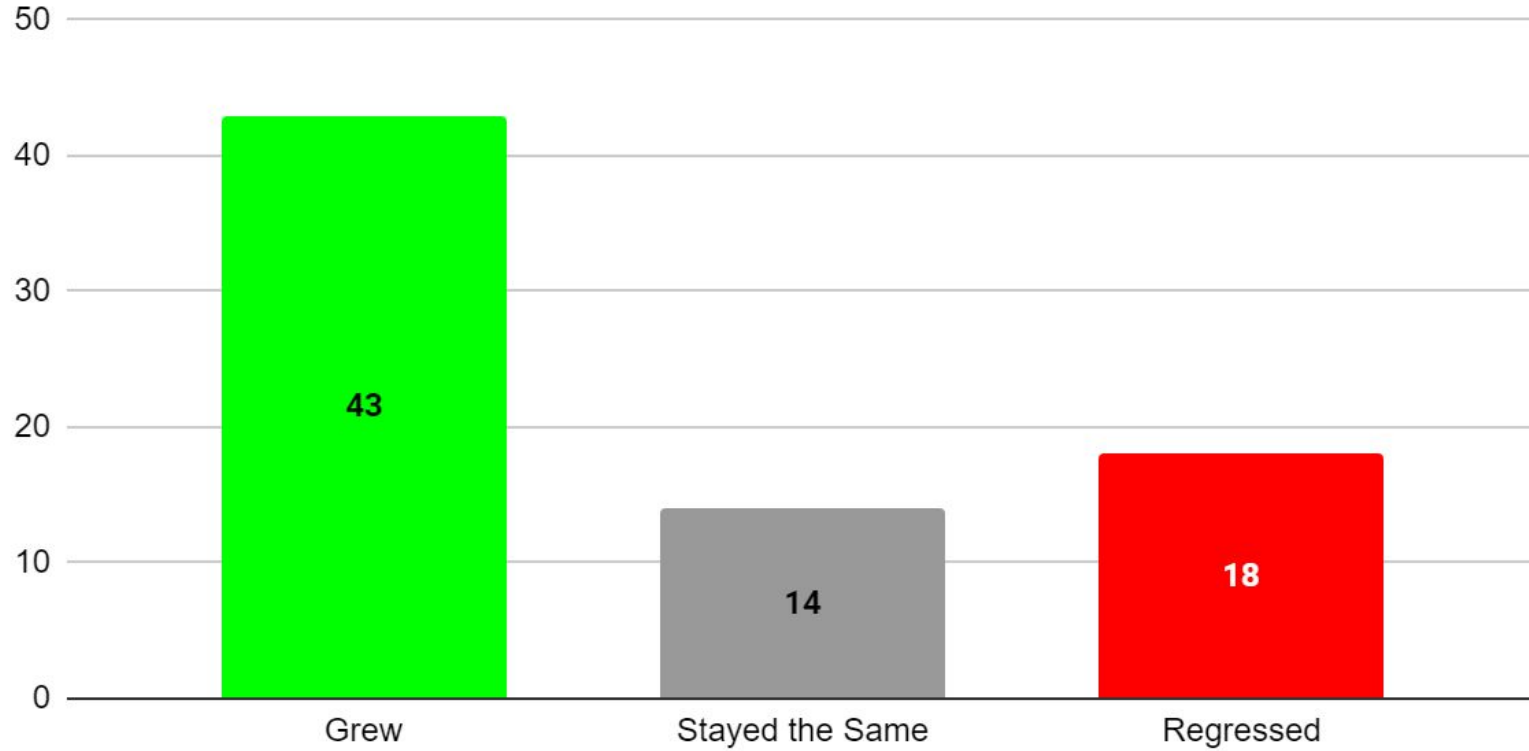
1st Grade

of Students Next Number



2nd Grade

Facts



Facts



BAY CITY ISD

LINNIE ROBERTS
ELEMENTARY SCHOOL

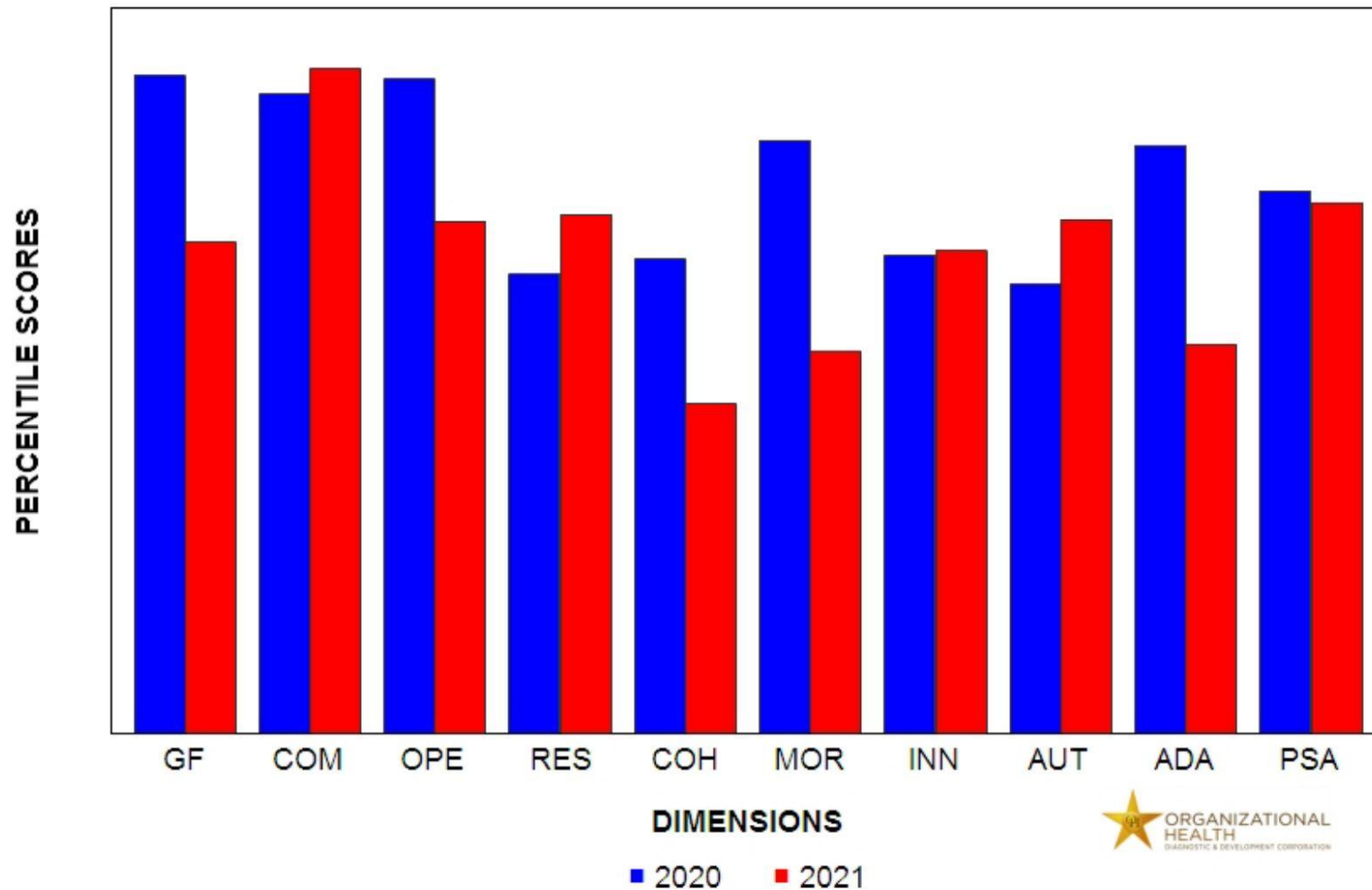
BAY CITY, TX



Organizational Health Inventory

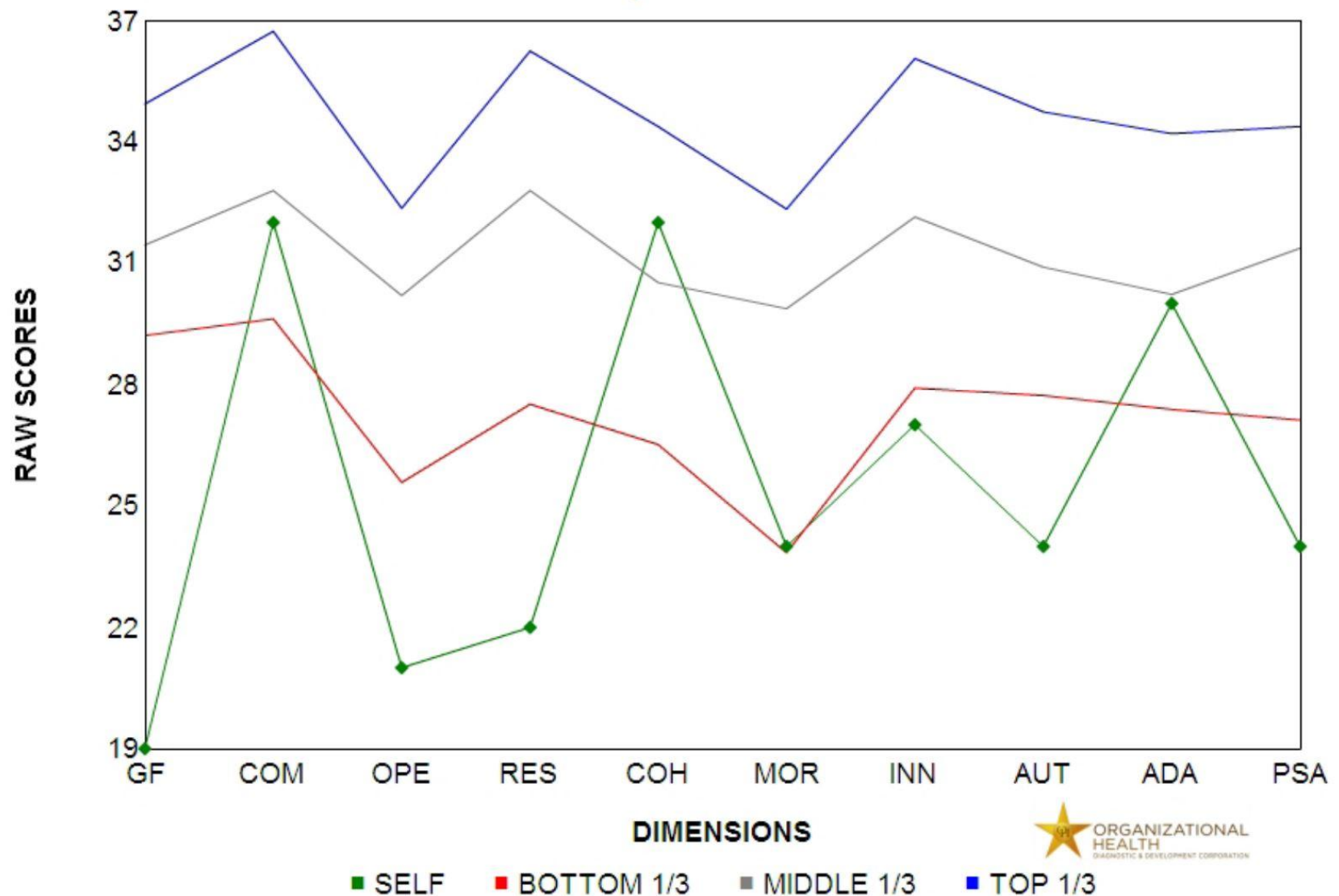
ORGANIZATIONAL HEALTH PROFILE

Composite - B08258QE



ORGANIZATIONAL HEALTH PROFILE

Self to Composite Thirds - B08258QE



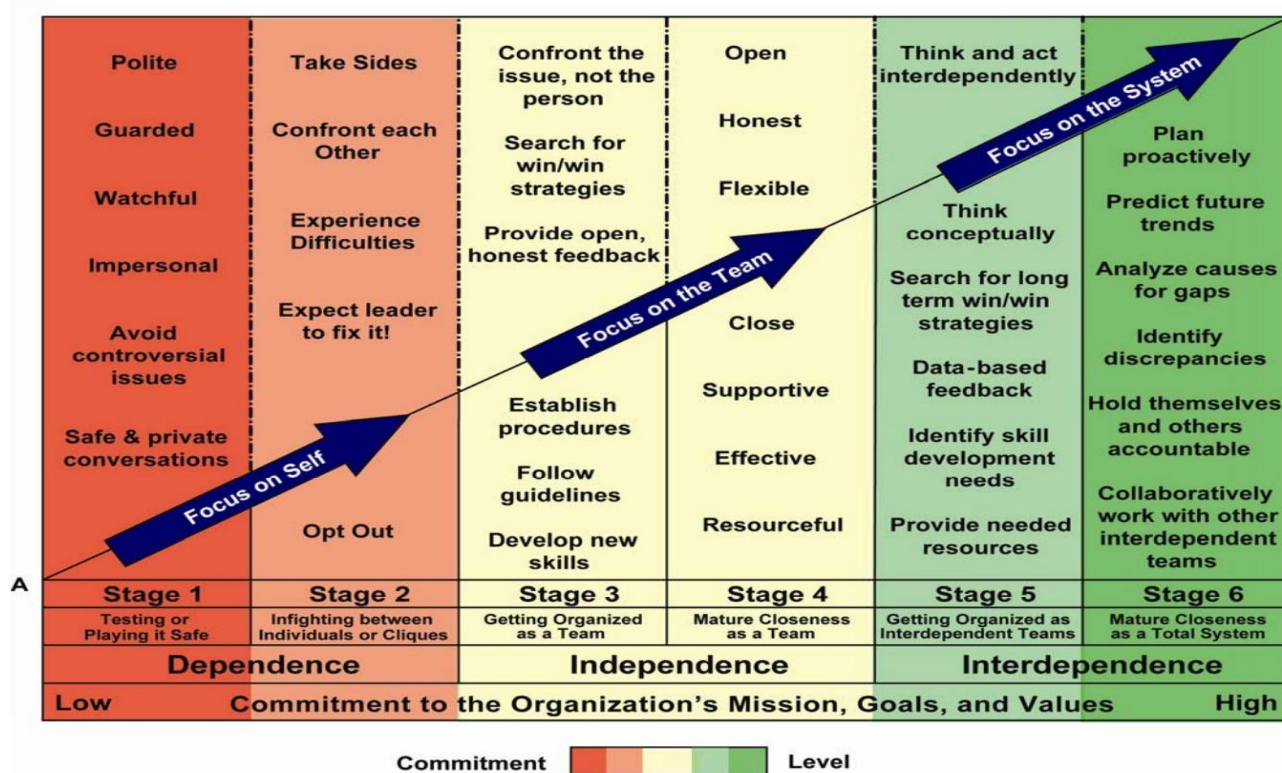


Figure 4.1: Stages of Team Development™

www.OrganizationalHealth.com ★

OH Dimensions	Score	Health Zone
Goal Focus	61	Independent
Communication Adequacy	82	Interdependent
Optimal Power Equalization	63	Independent
Resource Utilization	64	Independent
Cohesiveness	41	Independent
Morale	47	Independent
Innovativeness	60	Independent
Autonomy	64	Independent
Adaptation	48	Independent
Problem Solving Adequacy	66	Independent



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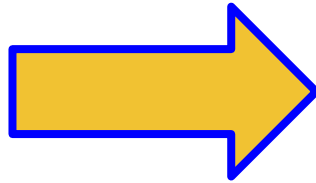
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This form is collecting emails. [Change settings](#)

Person you want to Affirm

Short answer text

Your Name *

Short answer text

Why do you want to recognize this person? *

Long answer text

Filling Buckets...

Guess what...when you fill someone's bucket, you fill your own bucket too!



You feel good when you help others feel good.

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Discipline

8/19-12/19 - 77 Office Referrals

8/20-12/20 - 8 Office Referrals

8/21-12/21 - 30 Office Referrals

Tier III Discipline

Of the 30 Referrals 22 are from TIII or PASS/ SpEd
Students

What we are doing for TIER III
Going through the RTI Behavior Process
Required Parent Conferences
Referral to Outside Counseling and/or Other
Outside Support

Attendance

Roberts Attendance Rates 21/22 Vs. 20/21

	1st Six Weeks		2nd Six Weeks		3rd Six Weeks	
Grade	21/22	20/21	21/22	20/21	21/22	20/21
1st	88.46%	93.55%	92.71%	95.27%		92.36%
2nd	87.22%	93.82%	93.10%	95.34%		93.22%
Total	87.80%	93.67%	92.91%	95.30%		92.76%



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Linnie Roberts Elementary

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BAY CITY ISD

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2021-2022 Goals

I GROW, YOU GROW, WE ALL GROW TOGETHER!



CHERRY



ROBERTS



HOLMES



BCJH



BCHS

EOY Data Review

What is the meet % for EOY?



26

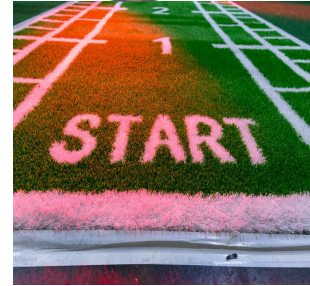
27

8

End of Year 1st Grade Reading

Fail (Well Below Benchmark)	96	37%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	161	63%
Meets (Benchmark + Above Benchmark)	130	51%
Masters (Above Benchmark)	48	19%

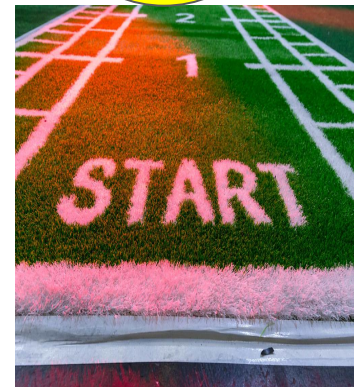
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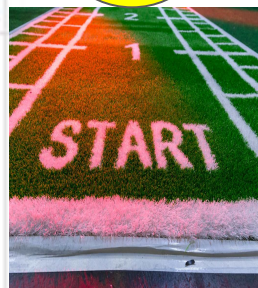
27%



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Approaches (Strategic + benchmark)	210	83%
Meets (Benchmark)	103	41%
Total		

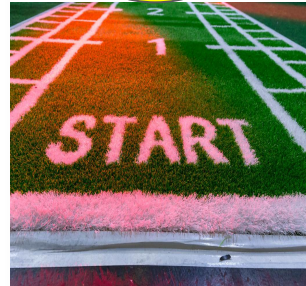
8%



2nd Grade

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Total		

8%



Barrera

Barrera		
Roberts Reading	Students	%
Fail (Well Below Benchmark)	18	49%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	19	51%
Meets (Benchmark + Above Benchmark)	12	32%
Masters (Above Benchmark)	6	16%
Total	37	

Barrera			
Roberts Reading	Students	%	
Fail (Well Below Benchmark)	9	26%	
Approaches (Below Benchmark + Benchmark + Above Benchmark)	26	74%	
Meets (Benchmark + Above Benchmark)	13	37%	
Masters (Above Benchmark)	4	11%	
Total	35		
		Component Score	Grade
Achievement Score		41%	70
Progress Score (Growth)		89%	94
Progress Score (Rel.Perf.)		41%	76

Fail (Well Below Benchmark)	5	13%	
Approaches (Below Benchmark + Benchmark + Above Benchmark)	35	88%	
Meets (Benchmark + Above Benchmark)	28	70%	
Masters (Above Benchmark)	9	23%	
Total			
		Component Score	Grade
Achievement Score		60%	70
Progress Score (Growth)		97%	94
Progress Score (Rel.Perf.)		60%	76

Davis

E. Davis			
Roberts Reading	Students	%	
Fail (Well Below Benchmark)	30	68%	
Approaches (Below Benchmark + Benchmark + Above Benchmark)	14	32%	
Meets (Benchmark + Above Benchmark)	5	11%	
Masters (Above Benchmark)	2	5%	
Total	44		
		Component Score	Grade
Achievement Score		16%	44
Progress Score (Growth)		65%	62
Progress Score (Rel.Perf.)		16%	46

Fail (Well Below Benchmark)	21	48%	
Approaches (Below Benchmark + Benchmark + Above Benchmark)	23	52%	
Meets (Benchmark + Above Benchmark)	13	30%	
Masters (Above Benchmark)	4	9%	
		Component Score	Grade
Achievement Score		30%	56
Progress Score (Growth)		75%	80
Progress Score (Rel.Perf.)		30%	60

Godley-Reading

Godley			
Roberts Reading	Students	%	
Fail (Well Below Benchmark)	9	41%	
Approaches (Below Benchmark + Benchmark + Above Benchmark)	13	59%	
Meets (Benchmark + Above Benchmark)	12	55%	
Masters (Above Benchmark)	3	14%	
Total	22		
		Component Score	Grade
Achievement Score		42%	71
Progress Score (Growth)		68%	69
Progress Score (Rel.Perf.)		42%	78

Fail (Well Below Benchmark)	9	39%	
Approaches (Below Benchmark + Benchmark + Above Benchmark)	14	61%	
Meets (Benchmark + Above Benchmark)	13	57%	
Masters (Above Benchmark)	5	22%	
		Component Score	Grade
Achievement Score		46%	74
Progress Score (Growth)		68%%	69
Progress Score (Rel.Perf.)		46%	83

Garcia

Garcia		
Roberts Reading	Students	%
Fail (Well Below Benchmark)	31	70%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	13	30%
Meets (Benchmark + Above Benchmark)	10	23%
Masters (Above Benchmark)	4	9%
Total	44	

Fail (Well Below Benchmark)	16	36%	
Approaches (Below Benchmark + Benchmark + Above Benchmark)	29	64%	
Meets (Benchmark + Above Benchmark)	21	47%	
Masters (Above Benchmark)	8	18%	
Total	45		
		Component Score	Grade
Achievement Score		43%	72
Progress Score (Growth)		89%	94
Progress Score (Rel.Perf.)		43%	79

Fail (Well Below Benchmark)	12	25%	
Approaches (Below Benchmark + Benchmark + Above Benchmark)	36	75%	
Meets (Benchmark + Above Benchmark)	32	67%	
Masters (Above Benchmark)	15	31%	
		Component Score	Grade
Achievement Score		56%	85
Progress Score (Growth)		94%	97
Progress Score (Rel.Perf.)		56%	91

Milton

Milton		
Roberts Reading	Students	%
Fail (Well Below Benchmark)	27	59%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	19	41%
Meets (Benchmark + Above Benchmark)	10	22%
Masters (Above Benchmark)	5	11%
Total	46	

Milton			
Roberts Reading	Students		
Fail (Well Below Benchmark)	27	60%	
Approaches (Below Benchmark + Benchmark + Above Benchmark)	18	40%	
Meets (Benchmark + Above Benchmark)	13	29%	
Masters (Above Benchmark)	5	11%	
Total	45		
		Component Score	Grade
Achievement Score		27%	53
Progress Score (Growth)		59%	57
Progress Score (Rel.Perf.)		27%	57

Fail (Well Below Benchmark)	21	46%	
Approaches (Below Benchmark + Benchmark + Above Benchmark)	25	54%	
Meets (Benchmark + Above Benchmark)	21	46%	
Masters (Above Benchmark)	7	15%	
		Component Score	Grade
Achievement Score		38%	65
Progress Score (Growth)		86%	92
Progress Score (Rel.Perf.)		38%	73

Montoya

Montoya		
Roberts Reading	Students	%
Fail (Well Below Benchmark)	25	52%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	23	48%
Meets (Benchmark + Above Benchmark)	14	29%
Masters (Above Benchmark)	5	10%
Total	48	

Montoya		
Roberts Reading	Students	%
Fail (Well Below Benchmark)	25	52%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	23	48%
Meets (Benchmark + Above Benchmark)	11	23%
Masters (Above Benchmark)	4	8%
Total	48	
	Component Score	Grade
Achievement Score	26%	52
Progress Score (Growth)	66%	65
Progress Score (Rel.Perf.)	26%	56

Fail (Well Below Benchmark)	19	40%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	28	60%
Meets (Benchmark + Above Benchmark)	23	49%
Masters (Above Benchmark)	8	17%
	Component Score	Grade
Achievement Score	42%	71
Progress Score (Growth)	79%	86
Progress Score (Rel.Perf.)	42%	78

Purswell

Purswell		
Roberts Reading	Students	%
Fail (Well Below Benchmark)	30	71%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	12	29%
Meets (Benchmark + Above Benchmark)	11	26%
Masters (Above Benchmark)	4	10%
Total	42	

Purswell			
Roberts Reading	Students	%	
Fail (Well Below Benchmark)	22	56%	
Approaches (Below Benchmark + Benchmark + Above Benchmark)	17	44%	
Meets (Benchmark + Above Benchmark)	13	33%	
Masters (Above Benchmark)	3	8%	
Total	39		
		Component Score	Grade
Achievement Score		28%	54
Progress Score (Growth)		47%	52
Progress Score (Rel.Perf.)		28%	58

Fail (Well Below Benchmark)	18	50%	
Approaches (Below Benchmark + Benchmark + Above Benchmark)	18	50%	
Meets (Benchmark + Above Benchmark)	11	31%	
Masters (Above Benchmark)	5	14%	
		Component Score	Grade
Achievement Score		31%	54
Progress Score (Growth)		63%	52
Progress Score (Rel.Perf.)		31%	58

Warren

Warren		
Roberts Reading	Students	%
Fail (Well Below Benchmark)	22	50%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	22	50%
Meets (Benchmark + Above Benchmark)	14	32%
Masters (Above Benchmark)	5	11%

Warren			
Roberts Reading	Students	%	
Fail (Well Below Benchmark)	26	59%	
Approaches (Below Benchmark + Benchmark + Above Benchmark)	18	41%	
Meets (Benchmark + Above Benchmark)	16	36%	
Masters (Above Benchmark)	6	14%	
Total	44		
		Component Score	Grade
Achievement Score		30%	56
Progress Score (Growth)		48%	52
Progress Score (Rel.Perf.)		30%	60

Fail (Well Below Benchmark)	20	43%	
Approaches (Below Benchmark + Benchmark + Above Benchmark)	26	57%	
Meets (Benchmark + Above Benchmark)	19	41%	
Masters (Above Benchmark)	11	24%	
		Component Score	Grade
Achievement Score		41%	70
Progress Score (Growth)		76%%	82
Progress Score (Rel.Perf.)		41%	76

Rodriguez

Rodriguez		
Roberts Reading	Students	%
Fail (Well Below Benchmark)	21	51%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	20	49%
Meets (Benchmark + Above Benchmark)	16	39%
Masters (Above Benchmark)	8	20%
Total	41	

Rodriguez MOY			
Roberts Reading	Students	%	
Fail (Well Below Benchmark)	18	45%	
Approaches (Below Benchmark + Benchmark + Above Benchmark)	22	55%	
Meets (Benchmark + Above Benchmark)	17	43%	
Masters (Above Benchmark)	5	13%	
Total	40		
		Component Score	Grade
Achievement Score		37%	64
Progress Score (Growth)		66%	65
Progress Score (Rel.Perf.)		37%	71

Rodriguez EOY			
Fail (Well Below Benchmark)	13	33%	
Approaches (Below Benchmark + Benchmark + Above Benchmark)	26	67%	
Meets (Benchmark + Above Benchmark)	19	49%	
Masters (Above Benchmark)	12	31%	
		Component Score	Grade
Achievement Score		49%	77
Progress Score (Growth)		84%	91
Progress Score (Rel.Perf.)		49%	87

Resendez

Resendez		
Roberts Reading	Students	%
Fail (Well Below Benchmark)	30	71%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	12	29%
Meets (Benchmark + Above Benchmark)	7	17%
Masters (Above Benchmark)	0	0%
Total	42	

Resendez			
Roberts Reading	Students	%	
Fail (Well Below Benchmark)	27	69%	
Approaches (Below Benchmark + Benchmark + Above Benchmark)	12	31%	
Meets (Benchmark + Above Benchmark)	10	26%	
Masters (Above Benchmark)	0	0%	
Total	39		
		Component Score	Grade
Achievement Score		19%	46
Progress Score (Growth)		38%	47
Progress Score (Rel.Perf.)		19%	49
Fail (Well Below Benchmark)	22	54%	
Approaches (Below Benchmark + Benchmark + Above Benchmark)	10	46%	
Meets (Benchmark + Above Benchmark)	11	27%	
Masters (Above Benchmark)	3	7%	
Achievement Score		27%	53
Progress Score (Growth)		73%	77
Progress Score (Rel.Perf.)		27%	57

Chancey

Chancey		
Roberts Reading	Students	%
Fail (Well Below Benchmark)	28	74%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	10	26%
Meets (Benchmark + Above Benchmark)	3	8%
Masters (Above Benchmark)	1	3%
Total	38	

Chancey		
MOY-Roberts Reading	Students	%
Fail (Well Below Benchmark)	25	66%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	13	34%
Meets (Benchmark + Above Benchmark)	6	16%
Masters (Above Benchmark)	3	8%
Total	38	
	Component Score	Grade
Achievement Score	19%	46
Progress Score (Growth)	42%	49
Progress Score (Rel.Perf.)	19%	49

Chancey-EOY		
Fail (Well Below Benchmark)	14	38%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	23	62%
Meets (Benchmark + Above Benchmark)	14	38%
Masters (Above Benchmark)	7	19%
	37	
	Component Score	Grade
Achievement Score	40%	69
Progress Score (Growth)	98%	99
Progress Score (Rel.Perf.)	40%	75

Melendez

Melendez							
Roberts Reading	Students	%		Progress (Growth)			
Fail (Well Below Benchmark)	20	50%		Did not meet Growth (Well Below Average + Below Average)		24	
Approaches (Below Benchmark + Benchmark + Above Benchmark)	20	50%		Did meet Growth (Average + Above Average + Well Above Average)		17	
Meets (Benchmark + Above Benchmark)	12	30%		Total:		41%	
Masters (Above Benchmark)	6	15%					
Total	40						
		Component Score	Grade				
Achievement Score		32%	57				
Progress Score (Growth)		41%	49				
Progress Score (Rel.Perf.)		32%	64				

Fail (Well Below Benchmark)	20	44%	Did not meet Growth (Well Below Average + Below Average)		12		
Approaches (Below Benchmark + Benchmark + Above Benchmark)	25	56%	Did meet Growth (Average + Above Average + Well Above Average)		28		
Meets (Benchmark + Above Benchmark)	17	43%	Total:		70%		
Masters (Above Benchmark)	8	18%					
		Component Score	Grade				
Achievement Score		39%	67				
Progress Score (Growth)		70%	72				
Progress Score (Rel.Perf.)		39%	74				

Gassen

A	B	C	D	E	F	G	H
Roberts Reading	Students	%	Progress (Growth)				
Fail (Well Below Benchmark)	10	50%				Did not meet Growth (Well Below Average + Below Average)	6
Approaches (Below Benchmark + Benchmark + Above Benchmark)	10	50%				Did meet Growth (Average + Above Average + Well Above Average)	13
Meets (Benchmark + Above Benchmark)	5	25%				Total:	68%
Masters (Above Benchmark)	1	5%					
Total	20						
		Component Score	Grade				
Achievement Score		27%	53				
Progress Score (Growth)		68%	69				
Progress Score (Rel.Perf.)		27%	57				

Progress (Growth)				
Fail (Well Below Benchmark)	7	37%	Did not meet Growth (Well Below Average + Below Average)	6
Approaches (Below Benchmark + Benchmark + Above Benchmark)	12	63%	Did meet Growth (Average + Above Average + Well Above Average)	13
Meets (Benchmark + Above Benchmark)	8	42%		68%
Masters (Above Benchmark)	1	5%		
Total				



Welcome to our FALL SBDM Committee

October 14, 2022

LINNIE ROBERTS
ELEMENTARY SCHOOL



The purpose of site-based decision-making (SBDM) at Linnie Roberts is to improve student achievement. Through SBDM, many significant decisions at the campus level will benefit from a consideration of the perspectives of all stakeholders. These decisions involve administrators, teachers, parents, business representatives and community members as partners in the business of increasing student achievement.



Meet our Superintendent and Assistant Superintendent



We thank our School Board for
their Commitment to BCISD



At Linnie Roberts Elementary...

Our Vision

The staff at Linnie Roberts Elementary will build a foundation to maximize every students' potential to become confident life-long learners.

Our Mission

In collaboration with families and the community, we will create and maintain a safe and inviting learning environment while promoting engaging educational opportunities that support and affirm our students' academic, social, and emotional growth.

Our Expectations

Be Safe

Be Respectful

Teacher Goal for Students



Student Goal for Themselves





Tier 3
(0-10 percentile)

Tier 2
(11-25 percentile)

Tier 1
(26-100 percentile)

The Rtl Model

Tier I, II, and III Data

Reading		# of Students	
Campus	T3	276	54%
	T2	85	17%
	T1	153	30%
First Grade	T3	137	54%
	T2	49	19%
	T1	67	26%
Second Grade	T3	139	53%
	T2	36	14%
	T1	86	33%

Math		# of Students	
Campus	T3	156	31%
	T2	285	57%
	T1	57	11%
First Grade	T3	86	35%
	T2	124	50%
	T1	38	15%
Second Grade	T3	70	28%
	T2	161	64%
	T1	19	8%

1st Grade MCLASS BOY Reading Data

Roberts Reading	Students	%
Fail (Well Below Benchmark)	137	54%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	116	46%
Meets (Benchmark + Above Benchmark)	67	26%
Masters (Above Benchmark)	31	12%

LINNIE ROBERTS
ELEMENTARY SCHOOL

African Americans

Roberts Reading	Students	%
Fail (Well Below Benchmark)	25	71%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	10	29%
Meets (Benchmark + Above Benchmark)	6	17%
Masters (Above Benchmark)	4	11%

LINNIE ROBERTS
ELEMENTARY SCHOOL

White		
Roberts Reading	Students	%
Fail (Well Below Benchmark)	16	41%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	23	59%
Meets (Benchmark + Above Benchmark)	15	38%
Masters (Above Benchmark)	7	18%



Hispanic

Roberts Reading	Students	%
Fail (Well Below Benchmark)	89	55%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	72	45%
Meets (Benchmark + Above Benchmark)	40	25%
Masters (Above Benchmark)	15	9%

LINNIE ROBERTS
ELEMENTARY SCHOOL

ECD

Roberts Reading	Students	%
Fail (Well Below Benchmark)	94	51%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	89	49%
Meets (Benchmark + Above Benchmark)	53	29%
Masters (Above Benchmark)	26	14%

LINNIE ROBERTS
ELEMENTARY SCHOOL

Special Education

Roberts Reading	Students	%
Fail (Well Below Benchmark)	25	86%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	4	16%
Meets (Benchmark + Above Benchmark)	3	12%
Masters (Above Benchmark)	1	4%

LINNIE ROBERTS
ELEMENTARY SCHOOL

ELL

Roberts Reading	Students	%
Fail (Well Below Benchmark)	22	55%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	18	45%
Meets (Benchmark + Above Benchmark)	7	18%
Masters (Above Benchmark)	3	8%

LINNIE ROBERTS
ELEMENTARY SCHOOL

1st Grade MCLASS BOY

Math Data

Roberts Reading	Students	%
Fail (Well Below Benchmark)	86	35%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	162	65%
Meets (Benchmark + Above Benchmark)	38	15%

LINNIE ROBERTS
ELEMENTARY SCHOOL

African American

Roberts Reading	Students	%
Fail (Well Below Benchmark)	14	45%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	17	55%
Meets (Benchmark + Above Benchmark)	5	16%

LINNIE ROBERTS
ELEMENTARY SCHOOL

White

Roberts Reading	Students	%
Fail (Well Below Benchmark)	17	45%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	21	55%
Meets (Benchmark + Above Benchmark)	10	26%

LINNIE ROBERTS
ELEMENTARY SCHOOL

Hispanic		
Roberts Reading	Students	%
Fail (Well Below Benchmark)	57	36%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	101	64%
Meets (Benchmark + Above Benchmark)	30	19%



ECD

Roberts Reading	Students	%
Fail (Well Below Benchmark)	60	34%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	119	66%
Meets (Benchmark + Above Benchmark)	27	15%

LINNIE ROBERTS
ELEMENTARY SCHOOL

Special Education

Roberts Reading	Students	%
Fail (Well Below Benchmark)	19	76%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	6	24%
Meets (Benchmark + Above Benchmark)	4	16%

LINNIE ROBERTS
ELEMENTARY SCHOOL

ELL

Roberts Reading	Students	%
Fail (Well Below Benchmark)	18	41%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	26	59%
Meets (Benchmark + Above Benchmark)	6	25%

LINNIE ROBERTS
ELEMENTARY SCHOOL

2nd Grade MCLASS BOY Reading Data

Roberts Reading	Students	%
Fail (Well Below Benchmark)	139	53%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	122	47%
Meets (Benchmark + Above Benchmark)	86	33%
Masters (Above Benchmark)	38	15%

LINNIE ROBERTS
ELEMENTARY SCHOOL

African American

Roberts Reading	Students	%
Fail (Well Below Benchmark)	32	76%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	10	24%
Meets (Benchmark + Above Benchmark)	6	14%
Masters (Above Benchmark)	4	10%

LINNIE ROBERTS
ELEMENTARY SCHOOL

White		
Roberts Reading	Students	%
Fail (Well Below Benchmark)	17	44%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	22	56%
Meets (Benchmark + Above Benchmark)	17	44%
Masters (Above Benchmark)	10	26%



Hispanic

Roberts Reading	Students	%
Fail (Well Below Benchmark)	83	50%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	82	50%
Meets (Benchmark + Above Benchmark)	56	34%
Masters (Above Benchmark)	20	12%

LINNIE ROBERTS
ELEMENTARY SCHOOL

ECD

Roberts Reading	Students	%
Fail (Well Below Benchmark)	121	52%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	111	48%
Meets (Benchmark + Above Benchmark)	78	34%
Masters (Above Benchmark)	34	15%

LINNIE ROBERTS
ELEMENTARY SCHOOL

Special Education

Roberts Reading	Students	%
Fail (Well Below Benchmark)	30	94%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	2	6%
Meets (Benchmark + Above Benchmark)	2	6%
Masters (Above Benchmark)	2	6%

ELL

Roberts Reading	Students	%
Fail (Well Below Benchmark)	20	45%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	24	55%
Meets (Benchmark + Above Benchmark)	14	58%
Masters (Above Benchmark)	4	17%

LINNIE ROBERTS
ELEMENTARY SCHOOL

2nd Grade MCLASS BOY

Math Data

Roberts Reading	Student s	%
Fail (Well Below Benchmark)	70	28%
Approaches (Below Benchmark + Benchmark)	180	72%
Meets (Benchmark +	19	4%

LINNIE ROBERTS
ELEMENTARY SCHOOL

African American

Roberts Reading	Students	%
Fail (Well Below Benchmark)	11	30%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	26	70%
Meets (Benchmark + Above Benchmark)	0	0%

LINNIE ROBERTS
ELEMENTARY SCHOOL

White

Roberts Reading	Students	%
Fail (Well Below Benchmark)	9	24%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	29	76%
Meets (Benchmark + Above Benchmark)	4	11%

LINNIE ROBERTS
ELEMENTARY SCHOOL

Hispanic

Roberts Reading	Students	%
Fail (Well Below Benchmark)	42	25%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	123	75%
Meets (Benchmark + Above Benchmark)	15	9%

LINNIE ROBERTS
ELEMENTARY SCHOOL

ECD

Roberts Reading	Students	%
Fail (Well Below Benchmark)	59	26%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	164	74%
Meets (Benchmark + Above Benchmark)	17	8%

LINNIE ROBERTS
ELEMENTARY SCHOOL

Special Education

Roberts Reading	Students	%
Fail (Well Below Benchmark)	10	48%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	11	52%
Meets (Benchmark + Above Benchmark)	1	5%

LINNIE ROBERTS
ELEMENTARY SCHOOL

ELL

Roberts Reading	Students	%
Fail (Well Below Benchmark)	11	25%
Approaches (Below Benchmark + Benchmark + Above Benchmark)	33	75%
Meets (Benchmark + Above Benchmark)	6	14%

LINNIE ROBERTS
ELEMENTARY SCHOOL

Plans for Improvement on Student Outcomes

- *Daily Intervention
- *Student Data Folders
 - *Data Walls
 - *PLTS
- *Unpacking of TEKS
- *Progress Monitoring
- *CBA's with STAAR Redesign Questions
- *Mandatory Parent Conferences
- Teacher coaching focused on instruction
- High Impact Tutoring
- Differentiated instruction-small groups

LINNIE ROBERTS
ELEMENTARY SCHOOL

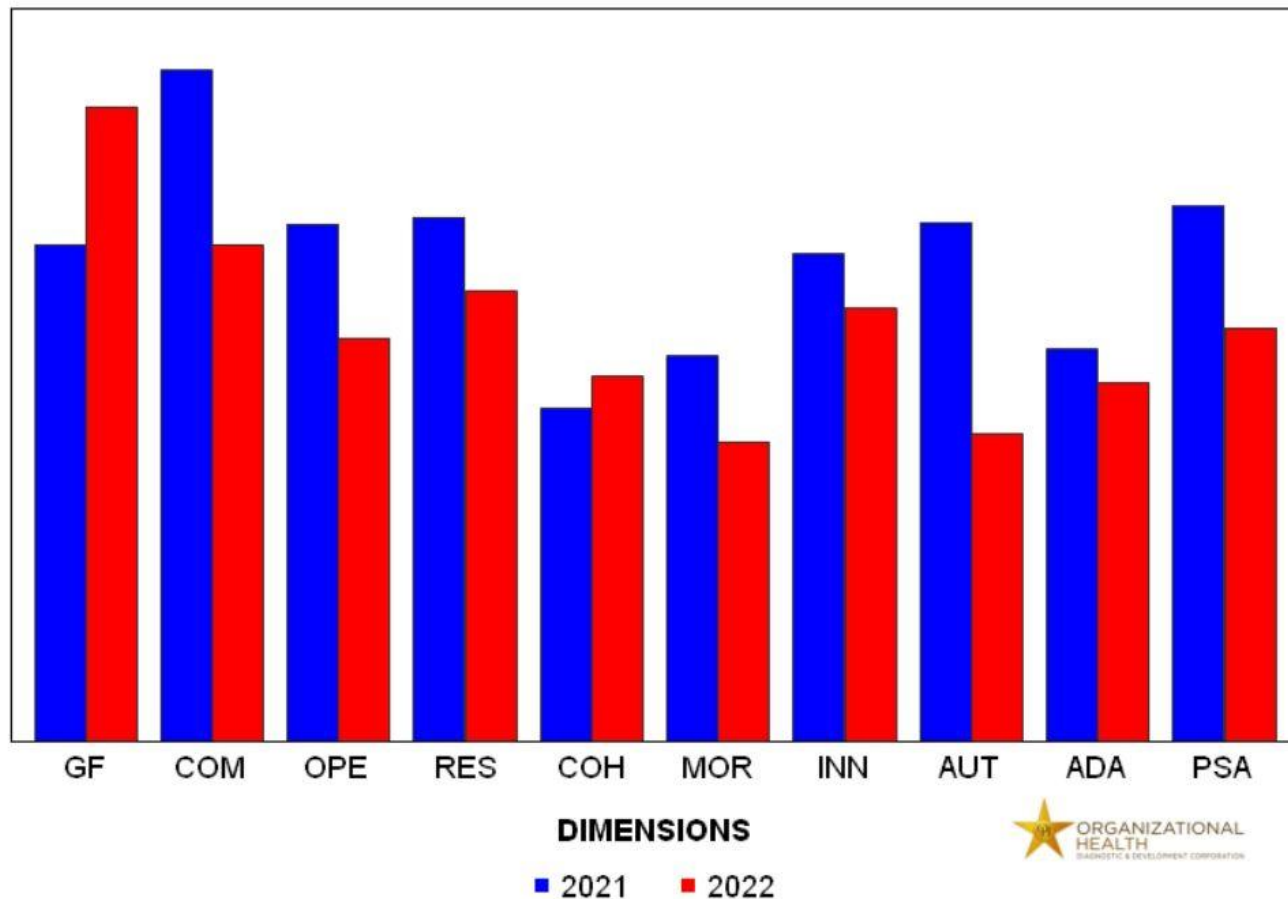
Organizational Health Inventory (OHI)



ORGANIZATIONAL HEALTH PROFILE

Composite - A08255RE

PERCENTILE SCORES



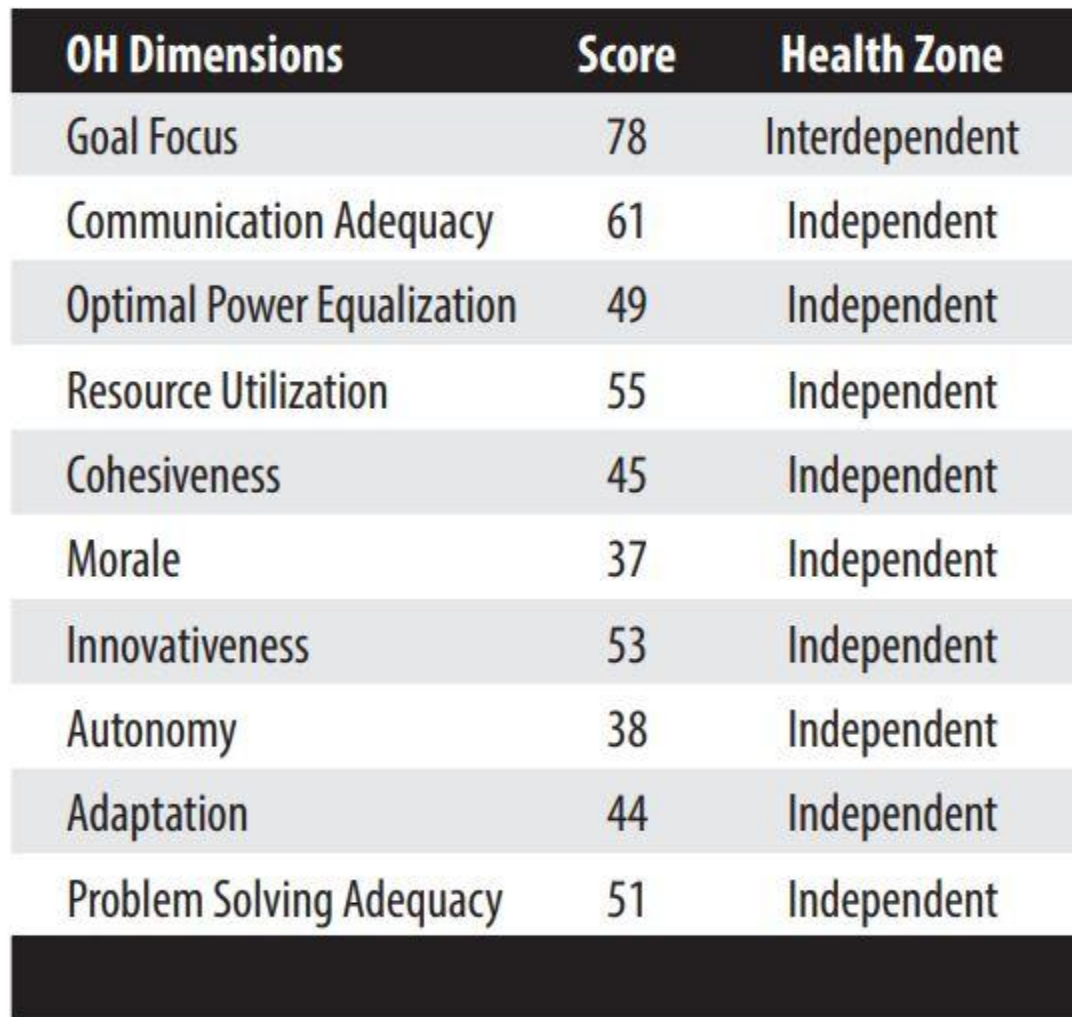
Reasons for Drops

#1 Accountability for all
Teachers

#2 COVID Restrictions lifted

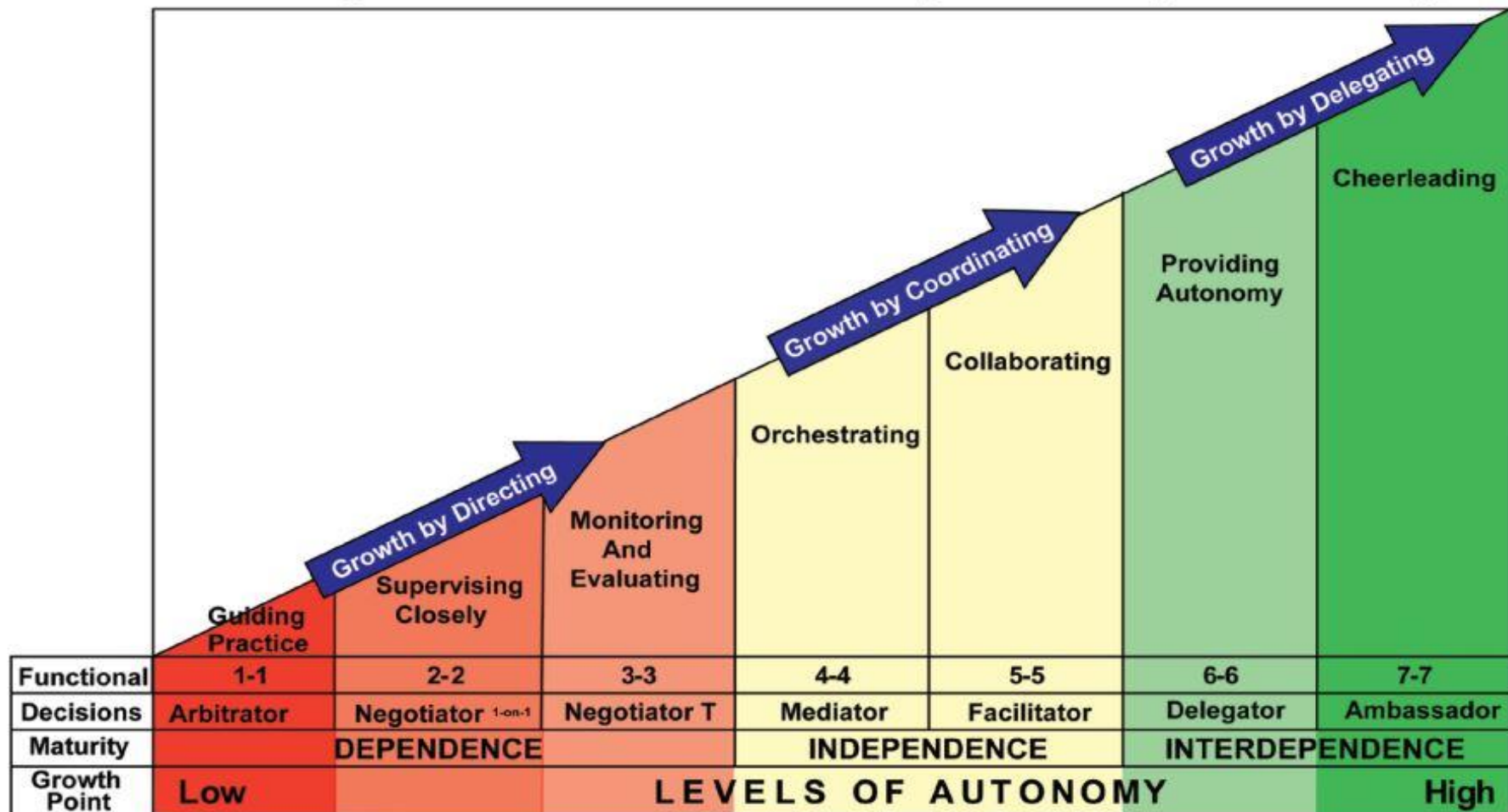
#3 Increase in Student
Discipline





OH Dimensions	Score	Health Zone
Goal Focus	78	Interdependent
Communication Adequacy	61	Independent
Optimal Power Equalization	49	Independent
Resource Utilization	55	Independent
Cohesiveness	45	Independent
Morale	37	Independent
Innovativeness	53	Independent
Autonomy	38	Independent
Adaptation	44	Independent
Problem Solving Adequacy	51	Independent

Moving from Accountability to Responsibility



**“Good is the enemy
of great.”**

– Jim Collins

LINNIE ROBERTS
ELEMENTARY SCHOOL

First Six Weeks Discipline Referrals

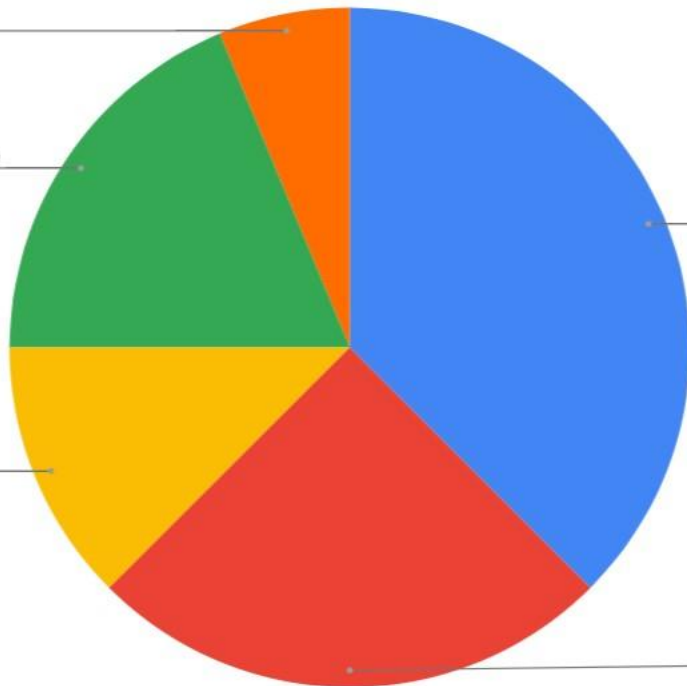
Hispanic Latino Female (Second Grade)
6.3%

Black/African Americans Male (Second Grade)
18.8%

Hispanic/Latinos Male (Second Grade)
12.5%

Hispanic/Latinos Male (First Grade)
37.5%

Black/African Americans Male (First Grade)
25.0%



What we are doing to improve Student Behaviors:

- *MTSS Team
- *PBIS Rewards
- *Added Campus
- *Behavior Coach
- *Behavior Rtl
- *Required Parent Conferences
- *Referral to outside Counseling

MTSS Newsletter

MTSS Newsletter

The image shows the exterior of Linnie Roberts Elementary School. The building features a mix of brick, blue panels, and yellow panels. A rainbow is visible in the sky above the building. The text "LINNIE ROBERTS ELEMENTARY SCHOOL" is displayed on the blue panel section of the building.

LINNIE ROBERTS
ELEMENTARY SCHOOL

Attendance

1st Six Weeks		
Grade	21/22	22/23
1st	88.46%	92.82%
2nd	87.22%	92.75%
Total	87.80%	92.79%

LINNIE ROBERTS
ELEMENTARY SCHOOL

CHIP! CHIP! HOORAY!
YOU WERE HERE EVERYDAY!
LINNIE ROBERTS
PERFECT ATTENDANCE INCENTIVE

To earn Perfect Attendance:
 No Absences!
 No more than three tardies or early sign outs combined!

1st Six Weeks Attendance Incentive



→ **COOKIES ON THE PLAYGROUND**

Build Your Own Trail Mix
LINNIE ROBERTS PERFECT ATTENDANCE INCENTIVE


To earn perfect attendance:
 No Absences!
 No more than three tardies or early sign outs combined!

2nd Six Weeks Attendance Incentive



RAY CITY, TX
LINNIE ROBERTS ELEMENTARY SCHOOL
RAY CITY, TX



WEEKLY ATTENDANCE 

1 st grade		2 ND grade	
Barrera	98%	Chancey	96%
Beall	93%	Davis	96%
Butler	91%	Dykes	87%
Cook	94%	Estlinbaum	93%
Garcia	94%	Flores	96%
Godley	96%	Hill	95%
Hahn	90%	Hudson	97%
Levin	98%	Koenig	94%
Montoya	86%	Manuppella	92%
Orise	97%	Melendez	99%
Patrick	95%	Resendez	94%
Petrosky	97%	Rodriguez	90%
Richards	94%	Yates	97%

Boost Staff Culture, Climate, and Morale



Communication for LRE Families and Staff



WE'RE HITTING IT OUT
OF THE PARK AT
LINNIE ROBERTS

LINNIE ROBERTS PARENT NIGHT

DOORS OPEN AT 4:45PM
PRESENTATIONS BEGIN AT
5:00PM

WEAR YOUR FAVORITE JERSEY OR
T-SHIRT AND COME ENJOY HOT
DOGS

FIRST GRADE

SECOND GRADE
THURSDAY 9/22



Linnie Roberts Elementary
1st Six Weeks
Report Card Awards Assembly
for 2nd Grade



JOIN US FOR

Bilingual Night

October 20, 2022
5:30-6:30 pm



We will have,

math stations
games
for the whole family



SAVE THE DATE!
BACK TO SCHOOL
MEET THE TEACHER NIGHT
FOR ELEMENTARY CAMPUSES

MONDAY
AUGUST 15TH

John H. Cherry (PK & K)
5:00-5:45pm
Linnie Roberts (1st & 2nd)
6:00-6:45pm
Tenie Holmes (3rd, 4th, & 5th)
7:00-7:45pm
School supply list will be shared soon!



We Support our Community

Help Linnie Roberts

**BREAST
CANCER**

Awareness Month

at Linnie Roberts Elementary

Every Friday we will be filling the pink boot at arrival and dismissal. We will also be taking donations for different bracelets each Friday morning during the month of October. We encourage all students and staff to wear PINK on Fridays!

All proceeds will go directly to our local Matagorda Regional Foundation

Give Cancer the Boot

Fill the boot to fight Breast Cancer

Proceeds to benefit Matagorda Regional Medical Center Foundation

HOPE & STRENGTH WITH A COURAGE

BC

**LINNIE ROBERTS
ELEMENTARY SCHOOL**

Help Linnie Roberts

**CANCER
DE MAMA**

Mes de la Conciencia

En Linnie Roberts Elementary

Todos los Viernes estaremos llenando una bota rosa a la llegada y salida. También estaremos recibiendo donaciones para diferentes pulseras cada Viernes por la mañana durante el mes de Octubre. Animamos a todos los estudiantes y al personal usar ROSA los Viernes.

Todos los ingresos irán directamente a nuestro local Matagorda Regional Foundation

Give Cancer the Boot

Fill the boot to fight Breast Cancer

Proceeds to benefit Matagorda Regional Medical Center Foundation

HOPE & STRENGTH WITH A COURAGE

BC

**LINNIE ROBERTS
ELEMENTARY SCHOOL**

District Improvement Plan Goals

Goal 1

We will engage parents and community members by providing opportunities for developing positive relationships in academic and non-academic settings.

Goal 2

We will develop a systematic approach that builds relationships between students, staff, and parents through a collaborative effort to accomplish our call to action.

Goal 3

We will establish positive school/classroom culture by continuously teaching and modeling respect among all students, personnel, and community.

Goal 4

We will integrate the most up to date technology district-wide, to enhance student development, growth, and learning.

Goal 5

We will integrate instructional practices that develop learning environments that are applicable to real-world experiences.

Goal 6

We will recruit, attract, retain, and train diverse, high quality staff to carry out the district's beliefs, goals, and call to action.



LRE Campus Improvement Plan and Goals



A vibrant rainbow arches across a blue sky filled with white, fluffy clouds. Below the sky, the top portion of a modern school building is visible, featuring a mix of brick, blue panels, and yellow panels. The text 'Goal 1' is superimposed in large blue font over the upper part of the image.

Goal 1

We will engage parents and community members by providing opportunities for developing positive relationships in academic and non-academic settings.

The lower portion of the image shows the facade of Linne Roberts Elementary School. The building has a modern design with a combination of brick, blue panels, and yellow panels. Large windows are visible on the right side. The school's name is displayed on a blue panel.

LINNIE ROBERTS
ELEMENTARY SCHOOL

Goal 2

We will establish positive school/classroom culture by continuously teaching and modeling respect among all students, personnel, and community.

LINNIE ROBERTS
ELEMENTARY SCHOOL

Goal 3

We will integrate instructional practices that develop learning environments that are applicable to real-world experiences.

The image shows the exterior of Linne Roberts Elementary School. The building features a mix of brick, blue panels, and yellow panels. Large windows are visible on the right side. The sky is blue with white clouds, and a rainbow is visible in the upper left portion of the sky.

LINNIE ROBERTS
ELEMENTARY SCHOOL

Feedback from Committee
and/or changes to be made



MY WHY as the Principal of LRE





Linnie Roberts Elementary



I GROW, YOU GROW, WE ALL GROW TOGETHER!



**THANK
YOU!**





LINNIE ROBERTS
ELEMENTARY SCHOOL

LINNIE ROBERTS ELEMENTARY SCHOOL

BAY CITY, TX

LRE Goal:

Every Student Grows Everyday

Our Moon:

"I grow. You grow. We all grow together."

Date: 10/14/22

FALL SBDM Agenda

1. Welcome
2. Introductions
3. What is SBDM?
4. New District Leadership
 - a. Support from School Board
5. Mission, Vision, and Goals of LRE
6. What is RtI?
 - a. Tier I, II, and III Numbers
7. MCLASS Data for Reading and Math
 - a. By Grade Level
 - b. By Demographics
8. Plans for Improvement on Student Outcomes
9. Organizational Health of LRE
10. Discipline
 - a. MTSS Team
 - b. Referrals
 - c. PBIS Rewards
11. Attendance
12. Culture, Climate, and Morale
13. Communication
14. Community Partnerships
15. District Improvement Plan
16. Campus Improvement Plan and Goals
17. Feedback and Questions

Mission:

In collaboration with families and the community, we will create and maintain a safe and inviting learning environment while promoting engaging educational opportunities that support and affirm our students' academic, social, and emotional growth.

Decision Making Parameters

1. Does this decision align with our goals?
2. Do we have supporting data or research based best practice to make this decision?
3. Is this decision good for all students?

2022-2023 Fall SBDM

October 14, 2022

Linnie Roberts Elementary

Print Name	Child's Name if a Parent	Parent	Community Member	Teacher	Paraprofessional	Administrator	District Admin	Other
1. Marissa Wendel						✓		
2. Artricia Allen						✓		
3. Savannah Gregston	Tallulah	✓						
4. Londa Parker	Kane	✓						
5. Jaden Kinslow						✓		
6. Shauna Edwards								✓
7. Selissa Lopez						✓		
8. Dara Elliott	Brea	✓						
9. Vanita Brown				✓				
10. Christine Kinslow								
11. Daphne Allen						✓		
12. Dorelic Elizondo	David Medina	✓						
13. Travis Dykes	Jase Dykes	✓						
14. Ashlie Rangel	Isabel Rangel	✓						
15. Amy Hudson				✓				
16. Felix Hure	Kamille Nuñez	✓						
17. Lucy Lincoln	John Lincoln	✓						
18. Melissa Parker				✓				
19. Tiffany Garza					✓			
20. Rebecca Pate								✓
21. Amanda Carlin			✓					
22. Chaeia Garza			✓					
23. Cassie Dykes				✓				

Phelan

