

**Lamar Consolidated Independent School District**  
**Roberts Middle School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

**Roberts Middle School is committed to building a positive and safe culture through fostering meaningful relationships. As Chargers, we honor each others'™ differences, and empower each other to be life-long learners. The Charger tradition begins here.**

## Vision

**Roberts Middle School is committed to building a positive and safe culture through fostering meaningful relationships. As Chargers, we honor each others'™ differences, and empower each other to be life-long learners. The Charger tradition begins here.**

## Core Beliefs

**Roberts Middle School believes in:**

- 1) Creating a legacy of community service.**
- 2) Develop a passion for education.**
- 3) Fostering skills of hard work.**
- 4) Committing to empathy and acts of selflessness.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Roberts Middle School is the 5th middle school campus for Lamar Consolidated ISD. Our building was established in 2019. Roberts Middle School is located in Fulshear, TX. Our community is growing rapidly, and our enrollment continues to increase each year. For the 2023-2024 school year, we are being housed at Terrell Elementary School due to the growth of Fulshear High School. We are home to Charger Nation. Let's get CHARGED UP!

Roberts Middle School serves students in Grade 6 and has a current student enrollment of 811 students for the 2023-2024 school year. Roberts Middle School is located on the Purple track and receives students from Morgan, Huggins, Tamarron, Hubenak, Lindsey, and Bentley elementary. We will feed into Dean Leaman Junior High and eventually Churchill Fulshear High School.

In connection with Dean Leaman Junior High, JH/MS demographics have an ethnic distribution of approximately 22% African American, 31% Hispanic, 30% White, and 10% Asian. This campus is also comprised of approximately 31% Economically Disadvantaged students.

Roberts Middle School's special populations include approximately 11% of students will receive special education services, approximately 18% of students are Emergent Bilinguals, and 9% are Gifted and Talented.

Our faculty is comprised of 42 classroom teachers with experience ranging from first year to 30+ years. We also have 2 instructional paraprofessionals, 1 instructional coach, 1 campus testing coordinator, .5 emergent bilingual coach, and 2 administrators.

The campus instructional program is divided by departments in the areas of: 1) English Language Arts, 2) Mathematics, 3) Science, 4) History, 5) Physical Education/Health, and 6) Visual and Performing Arts.

Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 11/10/2023)	Count	Percent
<b>Gender</b>		
Female	1,248	51.59%
Male	1,171	48.41%
<b>Ethnicity</b>		
Hispanic-Latino	755	31.21%
<b>Race</b>		
American Indian - Alaskan Native	14	0.58%
Asian	249	10.29%
Black - African American	544	22.49%
Native Hawaiian - Pacific Islander	2	0.08%
White	742	30.67%
Two-or-More	113	4.67%

Student Programs (2023 - 2024 Preliminary Fall PEIMS file loaded 11/10/2023)	Count	Percent
Dyslexia	104	4.30%
Gifted and Talented	214	8.85%

Regional Day School Program for the Deaf	1	0.04%
Section 504	194	8.02%
Special Education (SPED)	278	11.49%
Bilingual/ESL		
Emergent Bilingual (EB)	442	18.27%
Bilingual	0	0.00%
English as a Second Language (ESL)	346	14.30%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	82	3.39%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	3	0.12%
Neglected	0	0.00%

Student Indicators (2023 - 2024 Preliminary Fall PEIMS file loaded 11/10/2023)	Count	Percent
At-Risk	963	39.81%
Foster Care	2	0.08%
IEP Continuer	0	0.00%
Immigrant	70	2.89%
Intervention Indicator	71	2.94%
Migrant	5	0.21%
Military Connected	3	0.12%
Transfer In Students	2	0.0827%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	753	31.13%
Free Meals	634	26.21%
Reduced-Price Meals	119	4.92%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	3	0.12%
Shelter	0	0.00%
Doubled Up	2	0.08%
Unsheltered	0	0.00%
Hotel/Motel	1	0.04%
Not Unaccompanied Youth	2	0.08%
Is Unaccompanied Youth	1	0.04%

## Demographics Strengths

Roberts Middle school:

- is a diverse campus of many ethnicities and backgrounds of students and staff.
- has a responsive and purposeful intervention system, devoted daily and built into the instructional schedule.
- continues to excel as evidenced by the TEA Accountability rating of "A".
- staff participates in high quality staff development aligned to targeted campus needs in order to increase teacher knowledge and student achievement.
- staff is collaborative in their teaching approach.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Robert MS students have various skill vs. will levels due to demographic and cultural backgrounds as well as behavioral disparities which is causing a lack of passion for learning and hard work in education. **Root Cause:** Dual Residency/ influx of out of state residents Societal shift from virtual learning/lack of behavioral expectations. EB population needs /lack of EB support in the classroom Staff demographic disparities

# Student Learning

## Student Learning Summary

Roberts MS STAAR 2022-23 Data:

6 <sup>th</sup> Grade Math	Approaches	Meets	Masters
Overall	91.1%	59.69%	25.39%
Special Education	72.22%	18.89%	4.44%
Emergent Bilingual	88.37%	44.96%	11.63%

6 <sup>th</sup> Grade Reading	Approaches	Meets	Masters
Overall	90.56%	74.71%	38.14%
Special Education	65.56%	26.67%	3.33%
Emergent Bilingual	80.62%	59.69%	19.38%

## Student Learning Strengths

Based on student data, the following strengths have been observed:

- Overall state standard of 90% or more on Approaches, 60% on Meets, and 30% on Masters for Math
- Emergent Bilinguals are performing at a high rate in Math and Reading
- Special Education is above 70% Approaches for Math and close to 70% Approaches in Reading

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Our Special Education and EB sub-populations in Meets and Masters are still below the state standard of 60% and 30%. **Root Cause:** Class size/ratio  
Scheduling issues with inclusion minutes Inconsistent campus strategies Lack of cross curricular integration Lack of accountability for all Lack of academic vocabulary

**Problem Statement 2:** Overall campus data appears to be showing progress, but trends are showing that there is backward or stagnant growth. **Root Cause:** Lack of cross  
curricular instruction Lack of rigor/higher level questioning/expectations Lack of accountability for all Lack of academic vocabulary Inconsistent campus strategies for instruction

**Problem Statement 3:** Roberts MS Meets and Masters levels in ELAR and Math has little or no growth. **Root Cause:** Rigor Extension/ differentiation activities Lack of academic  
vocabulary Inconsistent campus strategies for instruction

# School Processes & Programs

## School Processes & Programs Summary

Roberts MS is a community of highly educated professionals who continue their education in learning by attending regular professional developments provided by the district or the local ESC to enhance their teaching skills. Teams meet weekly to plan lessons, disaggregate data, and determine best practices collaboratively under the facilitation of Administrators and Instructional Coaches. Educators who desire to grow in their careers in leadership positions are invited to participate in campus based leadership internships and opportunities to grow their capacity. These educators are involved in site based decision making and providing professional development to their colleagues.

The administrative team conducts weekly classroom walk throughs (CWTs) and monthly instructional walks to ensure teachers are implementing strategies learned during professional learning community time as well as professional development opportunities. The team provides teachers with instructional and classroom management based feedback, so they know what are grow and glow areas.

Professional Learning Communities (PLCs) and content teams meet on a regular basis to evaluate and adjust instruction to meet the needs of students. During a PLC session, first year and veteran teachers collaborate on instruction to ensure academic success. This time is used to review data, discuss strategies, model strategies, observe teachers, plan lessons, develop assessments, share best practices, and meet with instructional coaches. This time also provides peer support for teachers and build collegial teams and a collaborative mindset. We have Charger WIN daily to address HB1416 and intervention plans to assist in bridging instructional gaps.

Mentor teachers are assigned to any brand new teachers and buddy teachers are assigned to experienced teachers who are new to the campus to provide support with campus policies and procedures as they learn to navigate the campus. They meet regularly to provide additional information to teachers who are new to the profession. Mentor teachers are also part of the new teacher onboarding process with all new to Roberts Staff.

At Roberts MS, the staff is committed to improving student academic achievement. The master schedule includes common planning periods for core teachers and inclusion teachers to attend PLC meetings and collaborate on instructional techniques during instructional planning. Reading and Math teams will collaborate during vertical curriculum meetings including our junior high school teachers to ensure alignment and continuity of instruction for our 6th-8th graders.

## School Processes & Programs Strengths

Roberts MS's current process strengths are:

1. Dedicated Instructional Coaches, MTSS/CTC Coordinator, Emergent Bilingual Coach, and Reading Interventionist
2. Weekly Planning meetings to address instructional strategies and adjustments based on data
3. Weekly walkthroughs/observations by Administration to provided timely feedback on instructional practices
4. Dedicated Charger WIN time for intervention and instructional gap closure

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Due to inconsistencies of expectations and consequences, disruptive student behavior appears to be increasing and prohibiting the learning process. **Root Cause:** Accountability (students/staff) through the discipline process and expectations Communication between teachers/students and admin/teachers Communication to parents on expectations Avoiding the hard talks with staff to address lack of fidelity of expectations

**Problem Statement 2:** Roberts MS PLC process is a work in progress and tries to accomplish all elements in one meeting which is preventing overall fidelity on what the department



wants to accomplish while utilizing best practices. **Root Cause:** Accountability of staff amongst each other Lack of modeling and sharing practices of how things were taught  
Transparent conversations with peers Comfort sharing

# Perceptions

## Perceptions Summary

Roberts MS is a safe campus which provides students with a strong academic foundation; however, some parents and students perceive discipline can be tightened up in regards to physical altercations and student misbehaviors. Parents also felt that community involvement and parent participation opportunities improved by 20% based on the K12 Survey. Parents also responded well to the weekly communicative newsletter for the campus; however, they felt teachers lacked in communication regarding their individual subjects.

## Perceptions Strengths

Roberts Middle school has:

- 1) High academic standards/expectations
- 2) Involved and caring staff that fosters a close-knit family atmosphere amongst staff and students
- 3) Involved parental support

Family events which focus on the importance of a positive relationship between home and school - spirit nights, Dance Nights, Musicals, Concerts, etc. and maintaining and expanding relationships with business partners Safe and Drug Free Schools program emphasizing good character traits and making good decisions Counseling program which includes guidance lessons, reinforce core essentials and character. Counseling program was recognized for their No Place for Hate Campus. Use of Raptor to ensure the safety of our staff and students Safety programs presented by the school nurse and counselors which focus on safety.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Based on the K-12 Survey, students expressed that they don't feel teachers treat all students fairly based on their culture and background. **Root Cause:** Lack of staff representation Interaction with teachers

**Problem Statement 2:** Based on the K-12 Survey, students expressed that they didn't feel that Roberts MS was a safe campus due to students being unkind to each other and there was racial/cultural tension. **Root Cause:** Lack of exposure to cultural diversity Lack of diverse conversations Lack student/parent educational training

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data




# Goals







**Goal 1: \*\*\*\*\*Academic Achievement:** By June of 2024, the percentage of "All" students who achieved "Meets" on STAAR Math will increase to 70 % and STAAR ELAR will increase to 80%,





\*\*\*\*\*By June of 2024, the percentage of "All" students who achieved "Masters" on STAAR Math will increase to 35% and STAAR ELAR will increase to 43%.

**Performance Objective 1:** Roberts MS will provide additional intervention time through 8th period Charger WIN for identified students. Data will be tracked for students who have regressed and interventions will be provided. Students already at the Meets or Masters level will be given extensions to increase their application of content.









**Evaluation Data Sources:** Current STAAR results  
 District Benchmarks  
 MAP Data  
 TELPAS Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> ALL Students: All core content teams will meet weekly in the PLC process and utilize the 4 Questions model and make plans for the following weeks that address student data-based strengths and weaknesses.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use formal and informal data to address student needs based on students' performance on essential standards.                      Teachers work together to identify at-risk students, and teams problem solve to intervene for each student.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches                      Administrators                      EB Coach</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Hand schedule students into ELAR and Math Charger WIN time classes with additional teacher support so that students are able to receive more individualized support and intervention time or provide extensions to those students at the Meets and Masters level. This is revised each six weeks depending on MAP data, Benchmark data, report card data, and regular monitoring of data from major assessments .</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance in Domain III</p> <p><b>Staff Responsible for Monitoring:</b> 1. Assistant Principal 2. Counselors 3. Principal 4. Math teachers 5. ELAR teachers 6. Non-Core/Science/History teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> ELAR (ALL students): RMS will provide consistent cross-curricular Strategies for Reading Comprehension and Constructed Responses. We will implement and utilize reading strategies to support answering questions from complex texts and writing with text evidence and through the use of their small group instructional strategies across all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed 5% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Teachers Academic Facilitators Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time (for all students to achieve increased performance on the STAAR assessment): We will implement the campus 3:2:1 instructional focus including 3 small group, 2 discourse, and 1 writing opportunity weekly in all content areas through the Blended Learning model.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed 5% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Core Content Teachers Instructional Coaches Administrator over each Core Content Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Increase support for core content teachers to assist in providing quality PLC support, intentional feedback to teachers on instruction based on weekly walkthroughs, and provide accountability to enhance Tier 1 instruction for all students targeting areas such as student discourse, small group instruction, higher order questioning/ activities, student conferencing, student-self data tracking, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed 5% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Academic Facilitators Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			













Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> All core content teams will meet weekly in the PLC process and target Question 4, "What do we do when students have learned essential skill?," to model and make plans for the following weeks that include high interest, enrichment opportunities such as choice boards, project-based learning, inquiry based and blended learning etc. .</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed 5% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Tier 1 instruction improvement through weekly ILT meetings, weekly team content planning, weekly PLC meetings, monthly full day content planning, lesson planning and feedback, assessment review and SE analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed 5% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			





**Goal 2: Academic Achievement:** By June 2024, students identified as Economic Disadvantaged, EB and/or Special Education will increase percent score by 5% compared to the 2023 Math and Reading STAAR assessments.







**Performance Objective 1:** Throughout the 2023- 2024 school year, use State Comp Ed funds to address student learning loss and HB1416 to address At-Risk students needing additional support.

**Evaluation Data Sources:** STAAR and locally developed assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> At Risk: Teachers will provide dedicated intervention/accelerated instruction time for 150 minutes each week during Charger Time to address ELAR and Math concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Checkpoints/benchmarks and campus diagnostic assessments will identify student intervention needs. Increase mastery of concepts by students by 70% of all students participating will earn passing scores on assessments and passing grades by the end of the first semester</p> <p><b>Staff Responsible for Monitoring:</b> Coaches Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levels:</b> Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Extended Day Tutorials or XLR8 Summer Program: Accelerated Instruction tutorials for all students will support the progressive mastery of the TEKS (moving students from approaches to meets, or meets to masters)</p> <p><b>Strategy's Expected Result/Impact:</b> 70% of students attending will show progressive growth by the end of each semester</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Facilitators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levels:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Extra Duty Pay - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$10,230</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Dropout Prevention (At-Risk students): We will conference and communicate with parents &amp; students each six weeks (through failure conferences and/or failure ARDs) to address six weeks failures as well as ensure that any student in danger of dropping out or most at risk of not meeting the challenging State academic standards is enrolled in school or offered supplemental educational services (tutoring, in-class support/interventions).</p> <p><b>Strategy's Expected Result/Impact:</b> Campus drop out rate below 1%  Decrease Six Weeks failure rate below or between 10-15%.  Decrease number of students that fail two or more courses each Six Weeks consecutively.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Counselors  Sped. Teachers</p> <p><b>TEA Priorities:</b>  Connect high school to career and college</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Increase support for core content teachers to assist in minimizing the achievement gap amongst at-risk students by providing quality PLC support, intentional feedback to teachers on instruction based on weekly walkthroughs, and provide accountability to enhance Tier 1 instruction targeting areas such as student discourse, small group instruction, higher order questioning/ activities, writing across content areas, student conferencing, student-self data tracking, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of mastery of TEKS by students.  Implementation of effective teaching strategies.  Provide opportunities of coaching feedback.  Increase of instructional teacher capacity.  Number of students failing one of more classes will decrease by class or 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Coaches</p> <p><b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			





Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Administrators and coaches will provide instructional support by providing professional development and coaching to all core content teams over the PLC process, specifically in backwards design, reteach/reassess, how to use data to drive instruction for at risk students; including students identified as EB, relationship building, and classroom management.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use formal and informal data to address student needs based on students' performance on essential standards. Teachers work together to identify at-risk students, and teams problem solve to intervene for each student</p> <p><b>Staff Responsible for Monitoring:</b> Coaches Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> EB Coach - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$23,556.16</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> MTSS Coordinator will work with the instructional team to review student data through kid watch meetings and survey teachers for any additional students being recommended for supports. These student lists will be cross referenced through data triangulation to ensure the student list is skill over will.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use informal and formal data to address student needs based on students' performance on essential standards. Teachers will work together to identify MTSS students and teams problem solve to intervene for each student.</p> <p><b>Staff Responsible for Monitoring:</b> MTSS Coordinator Instructional Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



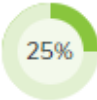





Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Emergent Bilingual Coach will provide instructional support to staff through coaching, modeling, PLC planning, Professional Development training, and Progress Monitoring of Emergent Bilingual students through the LPAC process</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in performance of EB students. Increase in sheltered instruction strategy techniques with teachers</p> <p><b>Staff Responsible for Monitoring:</b> EB Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2: Academic Achievement:** By June 2024, students identified as Economic Disadvantaged, EB and/or Special Education will increase percent score by 5% compared to the 2023 Math and Reading STAAR assessments.

**Performance Objective 2:** Special Education students will increase 5% from 2023 Reading and Math STAAR by increasing their academic support and through monitoring of academics with the implementation of intervention, special education students will increase their academic achievement and will be more aware of their academic successes.


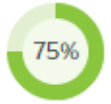


**Evaluation Data Sources:** STAAR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Master list teachers will utilize advisory period each week to meet with special education students to review goals and academics and provided additional support to close the instructional gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students performance by 5%</p> <p><b>Staff Responsible for Monitoring:</b> Master List teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SpEd Teachers will meet with content teachers in PLC's as an additional resource to address progress and/or weekly failures.</p> <p><b>Strategy's Expected Result/Impact:</b> Current STAAR and EOC results TEA Current STAAR Performance Data Table</p> <p><b>Staff Responsible for Monitoring:</b> 1) Assistant Principal 2) Principal</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			






Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Special Education teachers will be reviewing assessment data from Eduphoria and meeting with students one-on-one to address student strengths and weaknesses.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase STAAR scores and higher order thinking in our Special Education Students.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levels:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Professional development will be provided for all Special Education and General education teachers on the Co-teach Model and Effective IEP implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase STAAR scores and higher order thinking in our Special Education Students.</p> <p><b>Staff Responsible for Monitoring:</b> SPED Team Lead Administration</p> <p><b>ESF Levels:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








**Goal 2: Academic Achievement:** By June 2024, students identified as Economic Disadvantaged, EB and/or Special Education will increase percent score by 5% compared to the 2023 Math and Reading STAAR assessments.

**Performance Objective 3:** Emergent Bilingual students will increase 5% from 2023 Math and Reading STAAR. RMS will provide additional support to newcomers and those students who are scoring Advanced on TELPAS.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> EB: When appropriate, students will use their sheltered instruction strategies (Turn and Talk (utilizing sentence stems), TRTW, Think Pair Share etc.) when previewing, analyzing, and comprehending their reading and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase composite TELPAS scores in the areas of speaking, listening, and writing</p> <p><b>Staff Responsible for Monitoring:</b> EB Coach Instructional Coach Content Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Administrators and facilitators will provide instructional support by providing professional development and coaching to all core content teams over the PLC process, specifically in backwards design, reteach/reassess, how to use data to drive instruction for at risk students; including students identified as EB, relationship building, and classroom management.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use formal and informal data to address student needs based on students' performance on essential standards. Teachers work together to identify at-risk students, and teams problem solve to intervene for each student</p> <p><b>Staff Responsible for Monitoring:</b> Facilitators Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			









Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> To address the needs of all students, particularly students most at risk of not meeting the challenging state academic standards and students receiving special education services &amp; EB support, teachers will attend professional development opportunities to increase their instructional strategies to utilize during tutorials and Charger WIN time.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic outcomes for students on STAAR, district assessments, and classroom assessments</p> <p>Travel Staff Reimbursement: Staff will participate in professional development opportunities like Region 4 Workshops, CAST, CAMT to build our capacity for meeting the needs of all students.</p> <p>Supplies Instructional and Supplies Non-Consumable - Both consumable and non-consumable supplies will be purchased to be utilized by students and teachers in the classrooms and at home. In addition, materials will be purchased for staff development and parent events to assist the campus in meeting the goals and objectives outlined in the CIP.</p> <p>Snacks: Snacks will be provided to students attending targeted tutoring sessions and Saturday tutorials for the purpose of addressing gaps and improving academic outcomes for students.</p> <p>Extra Duty Pay: Teachers will address student needs and gaps through after school targeted tutorials and Saturday interventions.</p> <p>Contracted Services: Conference Registration: The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.</p> <p>Substitute Pay: Substitutes will be used to allow teachers to participate in professional development and planning activities.</p> <p><b>Staff Responsible for Monitoring:</b> Coaches Content Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Targeted students who were Advanced in 2022- 2023 on TELPAS Speaking will utilize Summit K-12 to increase their speaking proficiency.</p> <p><b>Strategy's Expected Result/Impact:</b> Current STAAR data TEA Current STAAR Performance Data Table</p> <p><b>Staff Responsible for Monitoring:</b> EB Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> EB students will be supported through the analysis of TELPAS data from the previous year to target specific domain needs, classroom and home support through the Emergent Bilingual coach and ALP department to provide parents resources to support their students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase composite TELPAS scores in the areas of speaking, listening, speaking and writing</p> <p><b>Staff Responsible for Monitoring:</b> EB Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			














**Goal 3: Family and Community Involvement:** By May of 2024, Roberts MS will provide opportunities for community, parents, and students to engage in meaningful campus activities designed to strengthen relationships between parents, students, and staff, provide multiple platforms of communication and maintain implementation of Positive Behavioral Interventions and Supports matrix and the Character Counts program, both of which are designed to teach desired character traits and behaviors to students to prevent bullying and discipline behaviors.

**Performance Objective 1:** Roberts MS will implement systems and programs promoting parent involvement in school activities to positively impact parent and student learning and support experiences as evidence of 75% agreed or strongly agreed on the the K-12 climate survey and discipline data.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Establish parent involvement nights including but not limited to Dingers with Dads, Masterpieces with Moms, Sneaker Ball Spring Dance, Monthly Spirit Nights, Orientation, Academic Night, NEHS Induction, Veteran's Day, Grandparent's Day</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> Staff Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Increase volunteer opportunities for parents to be involved during the school day (library, front office, Watch D.O.G.S., workroom, department volunteers)</p> <p><b>Strategy's Expected Result/Impact:</b> Visibility and Support</p> <p><b>Staff Responsible for Monitoring:</b> Office staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			








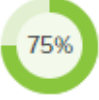




**Goal 3: Family and Community Involvement:** By May of 2024, Roberts MS will provide opportunities for community, parents, and students to engage in meaningful campus activities designed to strengthen relationships between parents, students, and staff, provide multiple platforms of communication and maintain implementation of Positive Behavioral Interventions and Supports matrix and the Character Counts program, both of which are designed to teach desired character traits and behaviors to students to prevent bullying and discipline behaviors.















**Performance Objective 2:** Roberts MS will implement various forms of communication promoting parent involvement in school activities to positively impact parent and student learning and support experiences as evidence of 75% agreed or strongly agreed on the the K-12 climate survey and discipline data.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Principal will send out weekly SMORE newsletter informing parents of campus events and information.  <b>Strategy's Expected Result/Impact:</b> Increased parent involvement and communication.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Increase social media presence promoting great things going on at Roberts MS  <b>Strategy's Expected Result/Impact:</b> Increased student and parent appreciation and enthusiasm/support  <b>Staff Responsible for Monitoring:</b> Roberts MS staff</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will maintain an up to date Canvas course through bi-monthly communication on curriculum topics, assessments, tutorial schedules, and classroom expectations through a campus announcement template. Teachers will also help students maintain their personal student agendas.  <b>Strategy's Expected Result/Impact:</b> Increase communication between parents, teachers, and students  <b>Staff Responsible for Monitoring:</b> Content Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3: Family and Community Involvement:** By May of 2024, Roberts MS will provide opportunities for community, parents, and students to engage in meaningful campus activities designed to strengthen relationships between parents, students, and staff, provide multiple platforms of communication and maintain implementation of Positive Behavioral Interventions and Supports matrix and the Character Counts program, both of which are designed to teach desired character traits and behaviors to students to prevent bullying and discipline behaviors.

**Performance Objective 3:** Roberts MS will maintain PBIS matrices and increase strategies to decrease negative student behaviors including bullying and safety concerns as evidence of 75% agreed or strongly agreed on the the K-12 climate survey and discipline data.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Counselors will be training the staff in the Character Counts program at the beginning of the school year.	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Counselors will provide monthly lessons to all students through Charger WIN to address Title IV, Physical/Verbal conflict, Bullying, Social-Emotional wellness.	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Counselors will take information from the BOY/EOY screeners and set up groups for small group counseling based on their responses for social-emotional wellness.	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Students with high social-emotional concerns, referrals for HGI counseling will be provided.	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Implementation of restorative practices, minor offense integration through PBIS, reward days for student achievement.	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Teachers will utilize the Minor Offense Form for level one discipline infractions and will restore relationships regarding behavior through restorative circles and communicate with parents outcomes of student conferencing. <b>Strategy's Expected Result/Impact:</b> Decrease classroom interruptions <b>Staff Responsible for Monitoring:</b> All campus teachers Counselors Principal Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Continuation of No Place for Hate, implement activities and socio-emotional awareness through advisory lessons provided by RMS Counselors. <b>Strategy's Expected Result/Impact:</b> Socio-Emotional wellness <b>Staff Responsible for Monitoring:</b> Counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Admin. Team will complete data analysis of discipline referrals to review trends and patterns. <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for Roberts Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0.5

### Brief Description of SCE Services and/or Programs

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## Personnel for Roberts Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Michelle Peterson	ESL Coach - MS	0.5

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Kyle Little	Principal
Administrator	Courtney Barrera	Assistant Principal
Instructional Coach	Margaret Valles	Instructional Coach
Campus Testing Coordinator	Cristen Mason	CTC/MTSS Facilitator
Classroom Teacher	Rosie Kuhar	ELAR Teacher
Classroom Teacher	Dawn Flowers	History Teacher
Classroom Teacher	Cathryn Hernandez	Science Teacher/Team Lead
Classroom Teacher	Courtney Cook	Math Teacher/Team Lead
Counselor	Angela Criswell	Counselor
Paraprofessional	Coral Becerra	Admin Assistant
Classroom Teacher	John Kalinowski	SPED Teacher
Classroom Teacher	Erin Hicks	Electives Teacher
Parent	Christie Jaster	Parent
Parent	Andschana Lederman	Parent
Community Representative	Peyton Barrett	Community Member
Community Representative	Javier (Hugo) Tello	Community Member
District-level Professional	Jon Maxwell	Executive Director of Student Programs



# Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Extra Duty Pay		\$10,230.00
2	1	5	EB Coach		\$23,556.16
<b>Sub-Total</b>					\$33,786.16
<b>Budgeted Fund Source Amount</b>					\$33,786.16
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$33,786.16
<b>Grand Total Spent</b>					\$33,786.16
<b>+/- Difference</b>					\$0.00