

**Lamar Consolidated Independent School District**  
**Roberts Middle School**  
**2022-2023 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.**

# Table of Contents

- Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 5
- School Processes & Programs 6
- Perceptions 8
- Priority Problem Statements 9
- Comprehensive Needs Assessment Data Documentation 10
- Goals 12
- Goal 1: Academic Achievement: By June of 2023, the percentage of "All" students who achieved "Meets" on STAAR Math will increase to 70 % and STAAR ELAR will increase to 70%, By June of 2023, the percentage of "All" students who achieved "Masters" on STAAR Math will increase to 41% and STAAR ELAR will increase to 50%. 13
- Goal 2: Academic Achievement: By May 2023, students identified as At-Risk, LEP, and/or Special Education will meet the progress measure and increase by 5% compared to the 2022 Math and Reading STAAR assessments and/or campus MAP data. 16
- Goal 3: Family and Community Involvement: By May of 2023, 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. 23
- State Compensatory 27
- Budget for Roberts Middle School 28
- Personnel for Roberts Middle School 28
- Site-Based Decision Making Committee 28

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Roberts Middle School is 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. 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 738 students for the 2022-2023 school year. Roberts Middle School is located on the Purple track and receives students from Morgan, Huggins, Tamarron, Hubenak, Lindsey, and Bentley Elementaries. 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, 25% Hispanic, 44% White, and 4.9% Asian. This campus is also comprised of approximately 27.9% Economically Disadvantaged students.

Roberts Middle School's special populations include approximately 12.7% of students will receive special education services, approximately 12% of students are English Language Learners, and 5% are Gifted and Talented.

Our faculty is comprised of 30 classroom teachers with experience ranging from first year to 30+ years. We also have 2 instructional paraprofessionals, 2 facilitators/coaches 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.

### 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 participate 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 backgrounds, which is causing a lack of passion for learning and hard work in education. **Root Cause:** Dual Residency/ ELL Population needs Lack of ELL support in the classroom Staff demographic disparities

# Student Learning

## Student Learning Summary

Roberts MS STAAR 2021-22 Data:

6 <sup>th</sup> Grade Math	Approaches	Meets	Masters
Overall	93.28%	64.64%	32.32%
Special Education	69.09%	23.64%	3.64%
Emergent Bilingual	85.98%	43.93%	14.02%

6 <sup>th</sup> Grade ELAR	Approaches	Meets	Masters
Overall	88.16%	66.4%	39.84%
Special Education	50.91%	18.18%	9.09%
Emergent Bilingual	71.03%	48.6%	14.95%

## 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 close to 70% Approaches for Math
- Meets % in ELAR has increased by 11.6% in 3 years
- Master% in ELAR has increased by 12% in 3 years

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Our special education and ELL sub-population 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 a backward or stagnant growth. **Root Cause:** Lack of cross curricular instruction Lack of rigor/higher level question/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 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 regularly 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, Instructional Coordinators, and Academic Facilitators. 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), both by grade level content teams and by departments, 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 HB4545 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.

At Roberts MS, the staff is committed to improving student academic achievement. The master schedule includes common planning periods for core 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 Academic Facilitators, MTSS/CTC Coordinator, ESL Facilitator and Reading Interventionist
2. Weekly Planning meetings to address instructional strategies and adjustments based on data
3. Weekly walkthroughs/observations by Administration to provide 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 when things are allowed that are breaking down the process

**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 Strengths

Roberts Middle school has:

- 1) High academic standards/expectations
- 2) involved and caring staff that fosters a closeknit 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 Character Counts Exemplar 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 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 K-12 Survey, students expressed that they don't feel like Roberts MS involves their parents in campus functions and activities. **Root Cause:** Lack of activities Lack of PTO

**Problem Statement 3:** Based on 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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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

## 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
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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

- 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
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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-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 2023, the percentage of "All" students who achieved "Meets" on STAAR Math will increase to 70 % and STAAR ELAR will increase to 70%,

By June of 2023, the percentage of "All" students who achieved "Masters" on STAAR Math will increase to 41% and STAAR ELAR will increase to 50%.

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

**Evaluation Data Sources:** Current STAAR and EOC results





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> Academic Facilitators Administrators ESL 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 and Zero period 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.</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 small group instruction with every student using formal and informal assessments at least three times a week during classroom instruction in ELAR, Math, Science and History.</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 Academic Facilitators 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> Math (All Students)- We will implement and utilize math strategies, such as CUBES and Error Analysis, etc. to support mathematical processing skills daily along with real world applications; and inquiry-based investigations at least once a week.</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 for All students.</p> <p><b>Staff Responsible for Monitoring:</b> Math 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 6 Details	Formative Reviews		
<p><b>Strategy 6:</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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</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 Facilitators Administrators</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>
 No Progress  Accomplished  Continue/Modify  Discontinue			







**Goal 2: Academic Achievement:** By May 2023, students identified as At-Risk, LEP, and/or Special Education will meet the progress measure and increase by 5% compared to the 2022 Math and Reading STAAR assessments and/or campus MAP data.

**Performance Objective 1:** Throughout the 2022-23 school year, use the supplemental ESSER III funds to address student learning loss as a result of COVID-19 and HB4545 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 225 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> Facilitators 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: 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 Dean of Students Facilitators</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 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 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</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, 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> Facilitators</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 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 LEP, 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 foreach student</p> <p><b>Staff Responsible for Monitoring:</b> 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 3: Positive School Culture, Lever 5: Effective Instruction</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 2: Academic Achievement:** By May 2023, students identified as At-Risk, LEP, and/or Special Education will meet the progress measure and increase by 5% compared to the 2022 Math and Reading STAAR assessments and/or campus MAP data.

**Performance Objective 2:** Special Education students will increase 5% from 2022 Math Reading and Math STARR or MAP data 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  
MAP Data





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Master list teachers will utilize zero 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 Mastery Connect 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> 1) Assistant Principal 2) Principal 3) LCISD Curriculum Coaches</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 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Professional development will be provided for all Special Education and General education teachers to on Co Teach Model, 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 Levers:</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 May 2023, students identified as At-Risk, LEP, and/or Special Education will meet the progress measure and increase by 5% compared to the 2022 Math and Reading STAAR assessments and/or campus MAP data.





**Performance Objective 3:** Emergent Bilingual students will increase 5% from 2022 Math Reading STAAR or MAP Data. RMS will provided additional support to newcomers and those students who are scoring Advanced on TELPAS.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> ESL: When appropriate, students will use their sheltered instruction strategies (Turn and Talk, TRTW, 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> ESL Facilitators Academic Facilitators 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 foreach 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> Deepen understanding of and address the specific academic needs of student groups in an effort 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; LEP.</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> Facilitators</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 2021-2022 on TELPAS Speaking will be put in a special zero period to allow them to work on Summit K-12 and Elevation software.</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> 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>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3: Family and Community Involvement:** By May of 2023, 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, Hispanic Heritage Month Program, Black History Month Program, Family Movie nights, BOLT camp, Academic Nights (504, ESL, Curriculum, STAAR, CBEs)</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, dads on duty, 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 2023, 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>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3: Family and Community Involvement:** By May of 2023, 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		
Strategy 1: Counselors will be training the staff in the Character Counts program at the beginning of the school year.	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Counselors will provide monthly lessons to all students through Charger WIN to address Title IV, Physical/Verbal conflict, Bullying, Social-Emotional wellness.	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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.	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Students with high social-emotional concerns, referrals for HGI counseling will be provided.	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Implementation of restorative practices, minor offense integration through PBIS, Friday reward days for student achievement.	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Transformation day competitions to increase motivation and minimize discipline.	Formative		
	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Continuation of No Place for Hate, implement activities and socio-emotional awareness through zero period lessons provided by RMS Counselors.</p> <p><b>Strategy's Expected Result/Impact:</b> Socio-Emotional wellness</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

# State Compensatory

## Budget for Roberts Middle School

**Total SCE Funds:**

**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	Creighton Jaster	Principal
Administrator	Courtney Barrera	Dean of Students
Instructional Coach	Margaret Valles	Instructional Coach
Campus Testing Coordinator	Cristen Mason	CTC/MTSS Facilitator
Classroom Teacher	Kristen Dry	ELAR Teacher/Team Lead
Classroom Teacher	Rebecca Chmelik	History Teacher/Team Lead
Classroom Teacher	Tracy Kubeczka	Science Teacher/Team Lead
Classroom Teacher	Vacant Vacant	Math Teacher/Team Lead
Counselor	Angela Criswell	Counselor
Paraprofessional	Janine Presto	Front Office Clerk
Paraprofessional	Coral Becerra	Admin Assistant
Classroom Teacher	Karen Barrett	SPED Teacher/Team Lead
Classroom Teacher	Scot Pankey	Electives Teacher/Team Lead
Parent	Vacant Vacant	Parent
Parent	Vacant Vacant	Parent
Community Representative	Vacant Vacant	Community Member
Community Representative	Vacant Vacant	Community Member
District-level Professional	Shannon Hood	Area Superintendent - District Member