

Houston Independent School District
229 Roberts Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

Roberts Elementary strives to develop leaders in a global society who are inquiring, knowledgeable, and caring young people with a sense of community, a respect and tolerance for diversity, and a love for learning.

Vision

We work with our families and community to prepare all students to be creative thinkers and learners.

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Comprehensive Needs Assessment

Revised/Approved: September 12, 2022

Demographics

Demographics Summary

Oran M. Roberts Elementary School, an IB Primary Years Programme World School, operates as part of the Lamar High School feeder pattern of schools in the Houston I.S.D. Roberts has served children since 1936 and is in close proximity to the Texas Medical Center and Rice University. Roberts Elementary serves children in the immediate neighborhood. Roberts Elementary has a small neighborhood feel with the advantages of a large urban area, located within a few miles from the museum district, the Texas Medical Center, and the downtown arts district.

Roberts Elementary, in accordance with the IB PYP philosophy, has 22 self-contained, heterogeneous classrooms, from Kindergarten to third grade, 4 departmentalized classes in fourth and fifth grade, and one self-contained special education classroom for preschool-aged children. All teachers maintain a Gifted and Talented certification with the initial 30-hour training, and each year participate in training for the 6-hour update. With more than 26 languages other than English spoken in the homes of Roberts' students, all teachers at Roberts Elementary hold an ESL certification, allowing students who are Emergent Bilingual learners to be served in small clusters, in classrooms with English proficient peers.

Roberts serves approximately 724 students in grades K – 5 and is ethnically diverse as follows: 11% African American, 31% Asian, 14% Hispanic, 32% Caucasian, and 8% identified as two or more races. Sixteen percent (16%) of Roberts' students are Emergent Bilingual (EB) and thirty three percent (33%) are served in the Gifted/Talented Program. Approximately seven percent (7%) are served in the school's Special Education Program. Fifteen percent (15%) participate in the free/reduced lunch program. The school's mobility rate of twelve percent (12%), is a result of the school's proximity to the Texas Medical Center and Rice University, serving many international families who are here to complete internships or for medical treatment. The average daily attendance is 98.2%.

A variety of instructional and enrichment opportunities are used to meet the needs of Roberts Elementary students. The normal instructional day for all students includes visual arts, dance, physical education, library/research as well as integration of Spanish language instruction within the core curriculum. Piano instruction is an optional program offered during the school day. The Extended Day Specialties Program offers a variety of opportunities in academics, arts, and athletics, including guitar, mixed media art, photography, film making, robotics, chess, football, and soccer.

Demographics Strengths

The greatest strength of our school demographics is the diversity of our student population.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Ethnically diverse campus with more than 26 languages represented. **Root Cause:** In order to meet the needs of the student population, we must have a strategic approach for supporting our emergent bilingual population.

Student Learning

Student Learning Summary

In reviewing student achievement scores, such as the STAAR, students at Roberts Elementary score above the state and district average in all areas tested. There is an increase in the following sub-populations: African American, Hispanic, Emergent Bilingual, and Special Education.

African American Student Performance

Level of Performance	ELA/Reading
Meets	74%
Masters	54%
Level of Performance	Mathematics
Meets	74%
Masters	52%

Hispanic Student Performance

Level of Performance	ELA/Reading
Meets	76%
Masters	44%
Level of Performance	Mathematics
Meets	60%
Masters	47%

Although we have consistently met the state requirement for Closing the Gap indicators in both Special Education and Emergent Bilingual, we continue to make Special Education and Emergent Bilingual instruction a focus on our campus. The data for Special Education and Emergent Bilingual are as follows:

Special Education		ELA/Reading	Mathematics
	Meets	62%	58%
	Masters	46%	35%
Emergent Bilingual			
	Meets	88%	85%
	Masters	63%	55%

Roberts continues to work to address the achievement gap of both standardized and formative assessments, and to work diligently to close the gap between highest and lowest performing students in all areas.

As a campus we continue to refine and strengthen our Response to Intervention model and we are committed to a collaborative structure of intervention and student supports. All identified Tier 2 and Tier 3 students receive timely and consistent interventions during the school day. Intervention teachers participate in grade level and team planning meetings and collaborate with homeroom teachers regularly.

Student Learning Strengths

As a campus we have met and exceeded the state expectations for achievement in all accountability areas. The accountability data summary is as follows:

- Overall score 97/A

	Component Score	Scaled Score	Rating
Overall		97	A
Student Achievement		96	A
STAAR Performance	83	96	
School Progress		95	A
Academic Growth	91	95	A
Relative Performance	83	92	A
Closing the Gaps	100	100	A

Over the last few years we have really spent a great deal of time focused on closing the gaps for performance. This year our component and scale score in this area was 100.

The school commitment to providing solid Tier I instruction and timely and strategic Tier II and Tier III instruction to all students has resulted in 68% of the entire student population scoring at the Masters level on STAAR and 86% of the student population meeting the Meets level.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): The data reveals student achievement gaps consistently persist among special education subgroup population. **Root Cause:** A vast range of special education students who qualify for services for a myriad of different services.

School Processes & Programs

School Processes & Programs Summary

Roberts Elementary is an International Baccalaureate School with Primary Years Program. We have been authorized school since 2005 and successfully completed our most recent re-authorization visit in 2019. As an authorized IB Primary Years Programme, Roberts Elementary uses a transdisciplinary, inquiry-based approach to teaching and learning. All curriculum is aligned with the Texas Essential Knowledge and Skills and is organized for concept-based instruction.

While we are not designated as a Fine Arts Magnet Program, we believe that participation in Fine Arts contributes greatly to students being as well-rounded individuals. To that end, we offer General Music, Visual Art, Dance, Physical Education and Spanish to all students. We also offer additional Fine Arts opportunities through our fee-based After School Program.

In order to address the ever changing needs of our students, Roberts employs both a full-time Reading Interventionist and a full-time certified counselor. The administrative team is comprised of the principal and two Instructional Coordinators; one designated for IB, GT and EB and one designated for Formative and State Assessments. As an additional support to the campus this year, the district assigned a Wrap Around Specialist, who is assigned to help meet the non-academic needs of students.

School Processes & Programs Strengths

One of the greatest strengths to our school processes and programs is that we have a program that supports the whole child. This includes students in subgroup populations, students with specific interests and skills and students who require major interventions and supports.

Our Intervention Assistance Team consistently provides timely and systematic supports and interventions based on district and campus data where parents are considered valued partners in the process.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Ability to align TEKS to the IB Curriculum. **Root Cause:** Teachers struggle to fully implement a transdisciplinary program that integrates the TEKS seamlessly with the units of inquiry.

Perceptions

Perceptions Summary

As a school community we are committed to not only building a strong academic foundation for all of our students but also ensuring that we provide a strong social emotional environment where students can thrive. We work hard to provide an open and inviting school where parents are encouraged to engage with faculty and staff to improve the teaching and learning environment. Many of the families in our zone have the financial means to send their children to private school and many families do so after leaving our campus. It has therefore been important that we provide high quality academic and enrichment programs that rival that of a private school.

Perceptions Strengths

We are a collaborative and inclusive school community where input is welcomed and valued. We consistently build strong relationships through partnerships beyond the school which ultimately support the success of the school. We have a highly visible and supportive PTO always ready and willing to fill in the gaps where needed.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Provide a high quality academic, social emotional school and enrichment environment that is equivalent to that of a private school environment. **Root Cause:** Many parents have the resources to send their children to private school rather than public. We are therefore in direct competition for students who could attend private with a fraction of the funding that private schools provide.

Priority Problems of Practice

Problem of Practice 1: Ethnically diverse campus with more than 26 languages represented.

Root Cause 1: In order to meet the needs of the student population, we must have a strategic approach for supporting our emergent bilingual population.

Problem of Practice 1 Areas: Demographics

Problem of Practice 2: The data reveals student achievement gaps consistently persist among special education subgroup population.

Root Cause 2: A vast range of special education students who qualify for services for a myriad of different services.

Problem of Practice 2 Areas: Student Learning

Problem of Practice 3: Ability to align TEKS to the IB Curriculum.

Root Cause 3: Teachers struggle to fully implement a transdisciplinary program that integrates the TEKS seamlessly with the units of inquiry.

Problem of Practice 3 Areas: School Processes & Programs

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
- 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
- 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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- 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
- Special education/non-special education population including discipline, progress and participation 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
- Violence and/or violence prevention records
- 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

Parent/Community Data

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

Support Systems and Other 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

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: By the end of the 2022-23 school year 98% of all students tested will score at the Meets level, and 83% of all students will score at the Masters level as measured by STAAR reading.


Strategic Priorities:







Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2022-23 school year 95% of students will read at or above grade level as measured by DRA/Fontas and Pinnell.

Evaluation Data Sources: Campus benchmark running records (BOY, MOY and EOY)

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Targeted small group instruction and work station instruction.</p> <p>Strategy's Expected Result/Impact: Students will continue to progress from reading level to level as they continue to grow during the year. The goal is for students to end at or above grade level on the DRA/Fontas and Pinnell score.</p> <p>Staff Responsible for Monitoring: Administrative Team, Classroom Teachers, Intervention Staff.</p> <p>Action Steps: 1. Use the levels identified by the DRA/Fontas Pinnell program for on grade level target scores. 2. Assess students at each assessment window to establish starting points and set goals. 3. Provide targeted instruction in small groups with workstation activities to support individual reading levels. 4. Track student reading levels in conjunction with Ren360 reading performance to see if intervention is needed.</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Intervention Teachers - 4290000000 - State Special Revenue - 6100 - Payroll - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: The administrative and intervention team will review student data at the completion of each assessment window with a specific focus on students scoring below grade level. Strategy's Expected Result/Impact: Student scores that fall below grade level will review targeted intervention aimed at elevating their reading level. Staff Responsible for Monitoring: Administrative Team, Classroom Teachers, Intervention team, IAT team. Action Steps: 1. The team will review BBR assessment window data. 2. The team will review the data in conjunction with other data points about the student to determine type of intervention is needed. 3. Students will then either be brought to IAT and/or receive additional reading intervention. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: As a best practice teachers will administer a running record every 4-6 weeks to measure progress. Strategy's Expected Result/Impact: Administering these assessments regularly will allow the teacher to continue to monitor a student and track their performance across the school year. Staff Responsible for Monitoring: Classroom teachers, Administrative Team Action Steps: 1. Teachers will perform a running record on a student to assess their skill level periodically. 2. Teachers will make small group adjustments based on student scores. 3. Teachers will track student progress paying attention to growth or regression. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



Measurable Objective 1 Problems of Practice:




Demographics
Problem of Practice 1: Ethnically diverse campus with more than 26 languages represented. Root Cause: In order to meet the needs of the student population, we must have a strategic approach for supporting our emergent bilingual population.
Student Learning
Problem of Practice 1: The data reveals student achievement gaps consistently persist among special education subgroup population. Root Cause: A vast range of special education students who qualify for services for a myriad of different services.





Measurable Objective 2: 90% of all students 1st -5th Tier I students as determined by Ren360 BOY reading will remain on Tier 1 Ren360 by the EOY assessment window.

Evaluation Data Sources: Ren360 BOY, MOY and EOY reading results.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Students will have access to Imagine Learning during workstations as a way to improve Ren360 scores. Strategy's Expected Result/Impact: By progressing through the individual pathways students will receive targeted intervention needed to be successful on future Ren360 assessments. Staff Responsible for Monitoring: Administrative Staff, Classroom Teachers Action Steps: 1. Identify a time for students to access Imagine Learning. 2. Track student data across all three windows of Ren360 reading (BOY, MOY and EOY). 3. Increase or decrease time on Imagine Learning based on student performance. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will track students Ren360 progress and set goals for students based on student current performance. Strategy's Expected Result/Impact: Teachers will review Ren360 data looking for gaps in student learning. Teachers will address gaps during small group instruction. Staff Responsible for Monitoring: Administrative Staff, Classroom Teachers Action Steps: 1. Students will take the Ren360 assessment. 2. Teachers will set goals for student who did not score within the Tier 1 range. 3. Teachers provide support via small group instruction for gaps identified in REN 360 reading. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Parents will receive communication regarding student progress on the Ren360 assessment and how to access Imagine Learning at home. Strategy's Expected Result/Impact: Parents will receive Ren360 parent reports which highlights students strengths and weakness. Parents will have home access to Ren360 to support students. Staff Responsible for Monitoring: Administrative Staff, Classroom Teachers Action Steps: 1. Parents will receive Ren360 letters at the end of each window sharing student progress on the assessments. 2. Students will have access to Imagine Learning at home as an additional practice resource to improve Ren360 scores and skill gaps. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: Ethnically diverse campus with more than 26 languages represented. Root Cause: In order to meet the needs of the student population, we must have a strategic approach for supporting our emergent bilingual population.
Student Learning
Problem of Practice 1: The data reveals student achievement gaps consistently persist among special education subgroup population. Root Cause: A vast range of special education students who qualify for services for a myriad of different services.

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: By the end of the 2022-23 school year 87% of all students tested will score at the Meets level, and 70% of all students will score at the Masters level as measured by STAAR math.


Strategic Priorities:







Expanding Educational Opportunities

Measurable Objective 1: All students who scored Tier II and Tier III on the BOY and MOY math Ren360 will improve by at least one or more tiers before the EOY assessment.

Evaluation Data Sources: Ren360 math scores for each assessment window (BOY, MOY and EOY) and STAAR scores from 2022-23.

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Teachers will have access to Imagine Math during workstations as a way to improve Ren 360 scores.</p> <p>Strategy's Expected Result/Impact: By progressing through the individualized pathways, students will practice skills that will then translate over to movement in their Ren360 score to increase their tiered score.</p> <p>Staff Responsible for Monitoring: Administrative Team, Classroom Teachers, IAT Chairperson.</p> <p>Action Steps: 1. Identify a time during the student schedule for them to access Imagine Learning. 2. Track student data across all three windows of Ren360 (BOY, MOY and EOY). 3. Ensure that designated supports are being implemented in classroom as an additional layer of support for identified students.</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>				

Strategy 2 Details	Reviews			
Strategy 2: Small group and/or pull out interventions focused on area(s) of deficit. Strategy's Expected Result/Impact: Students identified as Tier III will move to at least Tier II, and Tier II students will move to Tier I by the EOY window. Staff Responsible for Monitoring: Administrative Staff, IAT Chairperson, Intervention Teachers, Classroom Teachers Action Steps: 1. Use Ren360 to identify Tier II and III students. 2. Determine mode of intervention (Tier II small group or Tier III pull out). 3. Provide targeted supports to students. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Students will incorporate a systematic way of problem solving to support mathematical critical thinking skills. Resources will mirror STAAR test items. Strategy's Expected Result/Impact: Students will increase performance on both district and campus assessments which will increase Ren360 tiered performance. Staff Responsible for Monitoring: Administrative Team , Classroom Teachers Action Steps: 1. Teachers will expose students to a variety of systematic ways of solving a mathematical problem. 2. Students will practice math skills and concepts in a problem solving format. 3. This level of knowledge will support students in moving to a higher tier in Ren360. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Ethnically diverse campus with more than 26 languages represented. Root Cause: In order to meet the needs of the student population, we must have a strategic approach for supporting our emergent bilingual population.
Student Learning
Problem of Practice 1: The data reveals student achievement gaps consistently persist among special education subgroup population. Root Cause: A vast range of special education students who qualify for services for a myriad of different services.

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: By the end of the 2022-2023 school year the number of African American and Hispanic students scoring at the Masters level in reading will increase from 49% to 55% and the Masters level in math will increase from 50% to 56% as measured by STAAR.


Strategic Priorities:







Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2022-2023 school year all African American and Hispanic students will score 85% or higher on benchmark assessments.

Evaluation Data Sources: Benchmark assessments written by teachers and the district (math assessments only).

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: After each assessment teachers will meet in PLCs to analyze student assessment data and provide targeted instruction based on areas of deficits, playing close attention to African Americans and Hispanic student performance.</p> <p>Strategy's Expected Result/Impact: Student scores will increase over time to the target goal of 85% or higher.</p> <p>Staff Responsible for Monitoring: Administrative Team, Classroom Teachers</p> <p>Action Steps: 1. After each assessment teachers will analyze their student data to determine next instructional steps 2. Provide timely and consistent interventions 3. Check for mastery</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>				

Strategy 2 Details	Reviews			
Strategy 2: Strategies for Emergent Bilingual students will be implemented when providing instruction. Strategy's Expected Result/Impact: Multilingual instructional strategies will yield student success thus increasing student scores on district assessments. Staff Responsible for Monitoring: Administrative Team, Classroom Teachers Action Steps: 1. Teachers will incorporate multilingual strategies for emergent bilingual learners into their instruction. 2. Students will be tracked for growth during assessment windows. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teacher will provide small group and work station support with a specific focus on African American and Hispanic students. Strategy's Expected Result/Impact: Students will be able to achieve the goal of 85% or higher on district benchmarks. Staff Responsible for Monitoring: Administrative Team, Classroom Teachers Action Steps: 1. Work stations and small groups will be differentiated for all learners with a focus on African Americans and Hispanic students. 2. Data for these students will be tracked across the year looking at student progress in PLCs. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Ethnically diverse campus with more than 26 languages represented. Root Cause: In order to meet the needs of the student population, we must have a strategic approach for supporting our emergent bilingual population.

Measurable Objective 2: All African American and Hispanic students who scored Tier II or Tier III on the BOY math Ren360 will improve by at least one or more tiers before the EOY assessment.

Evaluation Data Sources: Ren360 BOY, MOY, and EOY math data.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Consistent small group and/or pull out intervention focused on area(s) of deficit. Strategy's Expected Result/Impact: Students who are identified as being on Tier II or Tier III will move to Tier I by the EOY window. Staff Responsible for Monitoring: Administrative team, classroom teachers, interventionists and IAT Action Steps: 1. Use Ren360 data to identify Tier II and Tier III students. 2. Determine mode of intervention - Tier II small group or Tier III - pull out intervention. 3. Provide targeted support to students. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Student data will be reviewed after the BOY assessment window with the intervention team specifically focusing on African American and Hispanic student scores. Strategy's Expected Result/Impact: Students will receive targeted instruction and increase their tier by the MOY assessment window. Staff Responsible for Monitoring: Administrative Team, Classroom teachers, Interventionists. Action Steps: 1. Students will take the BOY Ren360 math assessment. 2. The intervention team will review scores for all students with a focus on African Americans and Hispanic students. 3. Students will receive targeted intervention in either Tier II or Tier III support. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Student data will be reviewed at the MOY window with focus on African American and Hispanic student performance. Strategy's Expected Result/Impact: Students will receive targeted instruction and increase their tier by the EOY	Formative			Summative
	Nov	Jan	Mar	June

<p>assessment window.</p> <p>Staff Responsible for Monitoring: Administrative Team, Classroom teachers, Interventionists</p> <p>Action Steps: 1. Students will take the Ren360 assessment for the MOY.</p> <p>2. The intervention team will review scores for all students with a focus on African Americans and Hispanic students.</p> <p>3. Students will receive targeted intervention in either Tier II or Tier III support.</p> <p>TEA Priorities:</p> <p>Build a foundation of reading and math</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	<div><div></div><div>70%</div></div>			
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>				

Measurable Objective 2 Problems of Practice:

Demographics
<p>Problem of Practice 1: Ethnically diverse campus with more than 26 languages represented. Root Cause: In order to meet the needs of the student population, we must have a strategic approach for supporting our emergent bilingual population.</p>

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: By the end of the 2022-23 school year 67% of all Special Education students tested will score at the Meets Level in reading as measured by STAAR.


Strategic Priorities:











Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2022-2023 school year Special Education students will score 75% or higher on all district benchmark assessments.

Evaluation Data Sources: Formative and summative assessments.

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: The special education teacher and the classroom teacher will meet to review student data and progress after each assessment window.</p> <p>Strategy's Expected Result/Impact: Strategies for student success will be implemented with students receiving special education services.</p> <p>Staff Responsible for Monitoring: Administrative Team, Classroom Teacher, Special Education Teacher</p> <p>Action Steps: 1. Teachers will give benchmark assessments during campus agreed upon windows. 2. Teachers will meet with the special education teacher to share results and analyze data together making changes in instruction where needed.</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will complete an accommodation checklist during each six week period tracking the accommodations used by special education students. Strategy's Expected Result/Impact: Classroom and special education teacher will determine the frequency and impact of accommodations being utilized. Staff Responsible for Monitoring: Administrative Team, Classroom Teacher, Special Education Teacher Action Steps: 1. Teachers receive accommodation checklist at the beginning of each six week period. 2. Teachers will submit accommodation checklist to the special education teacher indicating which accommodations have been utilized. 3. Teacher and special education teacher meet to discuss next steps for the student based on the accommodations submitted. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Classroom teachers will ensure that students receiving special education services receive their accommodations with 100% fidelity. Strategy's Expected Result/Impact: Accommodations provide access to the general education curriculum so that success is achieved. Staff Responsible for Monitoring: Administrative Team, Classroom Teacher, Special Education Teacher Action Steps: 1. Teachers receive individual accommodation forms for students prior to the start of the school year. 2. The special education teacher and the classroom teacher review the accommodations together to ensure clarity of implementation. 3. Teacher implements the accommodations in the classroom 100% with fidelity. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: The data reveals student achievement gaps consistently persist among special education subgroup population. Root Cause: A vast range of special education students who qualify for services for a myriad of different services.

Board Goal 5: N/A - Additional Campus Goals





Goal 1: ATTENDANCE - The average daily attendance rate will remain at 98% as measured by TEA.








Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: All parents of students with three consecutive absences or a total of five absences within a grade reporting cycle will receive parent communication requesting a conference within two days of the third consecutive absence or within seven days of the fifth absence to find solutions for absences.

Evaluation Data Sources: Campus attendance records

Strategy 1 Details	Reviews			
Strategy 1: Monitoring of students attendance weekly. Strategy's Expected Result/Impact: Mitigate additional/excessive absences Staff Responsible for Monitoring: Administrative Staff, SIRS, Counselor, Classroom Teachers Action Steps: (1) Review attendance records from previous year to identify any students who may potentially have chronic attendance issues (2) Review attendance rosters 2x per month to identify students with chronic absences (3) Conference with parents to identify ways to support family and decrease absences (4) Check in with family immediately if student is absent for more than three consecutive days. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Stress the importance of daily attendance to the school community. Strategy's Expected Result/Impact: Decreased absences for students. Staff Responsible for Monitoring: Administrative Staff, SIRS, Counselor, Classroom Teachers Action Steps: Remind parents at school functions the importance of daily attendance and its impact on student learning when students are absent from school. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Set conferences with families who have chronically absent students to devise a plan for increased student attendance. Strategy's Expected Result/Impact: Increased daily attendance. Staff Responsible for Monitoring: Administrative Staff, SIRS, Counselor, Classroom Teachers, Wrap Around Specialist Action Steps: 1. Identify chronically absent students. 2. Request a conference with those families. 3. Devise a plan for increased student attendance. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
	 100%	 100%	 100%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals



Goal 2: DISCIPLINE - The number of out of school suspensions will remain at zero for the 2022-2023 school year as defined by TEA/HISD guidelines.








Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of students experiencing chronic behavior concerns will receive parent communication to develop and implement a behavior plan or contract.

Evaluation Data Sources: Behavior plans, IAT minutes, Parent Conference Log

Strategy 1 Details	Reviews			
Strategy 1: Teacher will implement behavior plan/contract and provide weekly feedback to student and parent. Strategy's Expected Result/Impact: Decrease in negative behavior from student. Staff Responsible for Monitoring: Administrative Team, Counselor, Teachers Action Steps: 1. Identify students with chronic behavior challenges 2. Administrator or counselor meet with the teacher to identify no more than 3 targeted behaviors 3. Administrator or counselor meet with the parents to develop plan and discuss ways to reinforce the plan at home. 4. Check in to determine progress after 4-6 weeks. Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will bring students to the IAT team for behavior concerns after discussed with appraiser and providing supporting documentation. Strategy's Expected Result/Impact: Decrease in negative behavior from student, additional strategies to support the student and teacher in the classroom from the IAT committee. Staff Responsible for Monitoring: IAT team, Administrative team, Classroom teacher, Counselor. Action Steps: 1. Teacher will observe and document concerning behaviors from a student and meet with appraiser to discuss. 2. Appraiser will provide suggestions/next steps for teacher to try or consent to bring the student to IAT. 3. The IAT team will provide strategies and next steps to support both the teacher and the student. 4. The students will be tracked through the IAT for progress on behavioral goals. Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: All students will receive a weekly conduct grade in the Tuesday home communication folder. Strategy's Expected Result/Impact: Parents and teachers work together to address any conduct concerns to mitigate negative student behavior in the classroom. Staff Responsible for Monitoring: Administrative Team, Classroom Teacher Action Steps: 1. Teachers will track weekly conduct in the classroom. 2. Weekly conduct will be shared on a conduct chart. Parents are required to review and sign in home communication folders on Wednesday. 3. Both parents and teachers stay connected with any student conduct concerns each week through emails, phone calls or the notes section in the conduct folder. Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Board Goal 5: N/A - Additional Campus Goals





Goal 3: VIOLENCE PREVENTION - By the end of the 2022-2023 school year all students will engage in at least two internet safety programs and one inclusive program.






Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: All students will participate in a BOY pre-assessment and an EOY post assessment measuring their knowledge of internet safety, bullying and inclusivity.

Evaluation Data Sources: Internet, Cyber Bullying and Inclusivity Participation Log

Strategy 1 Details	Reviews			
Strategy 1: Students will complete at least two digital citizenship lessons that address internet safety and cyber bullying. Strategy's Expected Result/Impact: Increase student level of awareness for internet safety and cyber bullying via online internet safety/cyber bullying course. Staff Responsible for Monitoring: Administrative Team, Classroom Teachers, Counselor Action Steps: 1. Students will participate in online courses. 2. Data is analyzed to identify campus trends and areas of support. Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Counselor will work with teachers to address issues relating to bullying and inclusivity . Strategy's Expected Result/Impact: Increase awareness of bullying, inclusivity, cyber bullying via counselor designed lessons. Staff Responsible for Monitoring: Administrative Team, Classroom Teachers, Counselor Action Steps: (1) Counselor will use district administered pre-assessment for students in the classroom setting (2) Counselor will develop lessons and/or speakers around the identified topics (3) Students participate in lessons (4) Data is analyzed to identify campus trends and areas of support. Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will also be exposed to internet safety in the form of research lessons in the classroom with a specific focus on fifth grade students IB Exhibition</p> <p>Strategy's Expected Result/Impact: Students will learn how to evaluate information researched on the internet for reliability and validity.</p> <p>Staff Responsible for Monitoring: Administrative Team, Classroom Teachers</p> <p>Action Steps: 1. Students will be exposed to a research method for finding reliable data. 2. Students will use this method to research their exhibition choice. 3. Students will be able to evaluate the research information found on the internet and determine if it is a reliable source for their exhibition.</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION - By the end of the 2022-23 school year 68% of all students tested who receive Special Education services will score at the Meets level in math as measured by STAAR.


Strategic Priorities:











Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By the end of the 2022-2023 school year all Special Education students will score at least 75% or higher on all district benchmark assessments.

Evaluation Data Sources: District benchmark assessments.

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: At the end of each assessment teachers will meet in PLCs to analyze, track and monitor student assessment data and provide targeted instruction based on areas of deficit in alignment with IEP goals. Strategy's Expected Result/Impact: Student scores will increase overtime to the targeted goal of 75% on benchmark assessments. Staff Responsible for Monitoring: Administrative Team, Special Education Teacher, Classroom Teacher Action Steps: 1. After each assessment teachers will analyze student data to determine next instructional steps. 2. The special education teacher and the classroom teacher will review student data collaboratively. 3. Monitor and reteach as needed. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details	Reviews			
Strategy 2: Special education students will practice using their designated supports during assessments in the general education classroom. Strategy's Expected Result/Impact: Students will utilize the supports they receive regularly so that they will be able to reach the goal of 75% or higher on district benchmarks. Staff Responsible for Monitoring: Administrative Team, Special Education Teacher, Classroom Teacher Action Steps: 1. After each assessment teachers will analyze student data and designated supports used to determine next instructional steps. 2. The special education teacher and the classroom teacher will review student data and designated supports collaboratively. 3. Monitor, adjust and continue to provide opportunities to utilize the use of designated supports. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Students not successful on STAAR from the previous year will receive accelerated instruction through HB4545 providing students with an additional 30 hours of support in math. Strategy's Expected Result/Impact: By receiving this accelerated instruction students performance on STAAR for the 22-23 school year will increase. Staff Responsible for Monitoring: Administrative Team, Special Education Teacher, Classroom Teacher Action Steps: 1. Students will be identified as receiving HB4545 services in math. 2. Small tutorial groups will be created based on student skill level and area of deficit. 3. Students will receive an additional 30 hours of math support targeting the grade level skills they were not successful with during the previous STAAR administration. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: The data reveals student achievement gaps consistently persist among special education subgroup population. Root Cause: A vast range of special education students who qualify for services for a myriad of different services.

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc. - By the end of 2022-23 the school year at least 70% of all Emergent Bilingual students will make one years growth as measured by TELPAS.




Strategic Priorities:







Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of all emergent bilingual students will be tiered using the previous year's TELPAS data and current year Imagine Learning data to receive targeted instruction in language acquisition.

Evaluation Data Sources: TELPAS, Imagine Learning

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Review student TELPAS and Imagine Literacy Reports to determine student tier plan of support. Strategy's Expected Result/Impact: Increased level of proficiency in Emergent Bilingual students. Staff Responsible for Monitoring: Administrative team, Classroom teachers, Interventionists. Action Steps: 1. Track Imagine Learning data for student progress and time spent on the application weekly. 2. Group EB students for small group instruction. 3. Monitor and adjust Imagine Learning small group lessons. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy				

Strategy 2 Details	Reviews			
Strategy 2: All EB students who did not score at the advanced or advanced high level will receive targeted small group instruction based on the individual 2021-2022 TELPAS student data. Strategy's Expected Result/Impact: TELPAS scores will increase through small group support. Staff Responsible for Monitoring: Administrative Team, Classroom Teachers, Interventionists. Action Steps: 1. Teachers will review TELPAS data for each student paying attention to the individual domain performance. 2. Plan lessons and activities that support domain proficiency. 3. Implement lessons and activities in whole group, small group and work stations. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: All EB students who did not make at least one year's growth as measured by TELPAS will receive at least 60 minutes of Imagine Learning weekly. Strategy's Expected Result/Impact: Increased level of proficiency with EB students. Staff Responsible for Monitoring: Administrative Team, LPAC Administrator, Classroom Teacher, Interventionist Action Steps: 1. Identify EB students who did not make one year's growth on TELPAS. 2. Assign Imagine Learning pathway to student 3. Track and monitor student progress. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Ethnically diverse campus with more than 26 languages represented. Root Cause: In order to meet the needs of the student population, we must have a strategic approach for supporting our emergent bilingual population.

Board Goal 5: N/A - Additional Campus Goals







Goal 6: PARENT and COMMUNITY ENGAGEMENT - By the end of the 2022-2023 school year, at least 90% of all parents will attend at least one school wide event per semester as evidenced by campus event attendance rosters.








Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: All Roberts parents will receive weekly communication regarding school events via teacher weekly communication.

Evaluation Data Sources: Parent attendance at school wide events.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will send out weekly newsletters for the upcoming week with school events. Strategy's Expected Result/Impact: Parents will be notified of and attend campus activities. Staff Responsible for Monitoring: Administrative Team, Classroom Teacher Action Steps: 1. Identify school related events for parents to attend. 2. Communicate events to parents. 3. Track parent attendance at events. Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Communication about school events will be shared on both Facebook and Twitter feed for Roberts. Strategy's Expected Result/Impact: Parents will be notified of and attend campus activities. Staff Responsible for Monitoring: Administrative Team, Classroom Teacher Action Steps: 1. Identify school related events for parents to attend. 2. Communicate these events to parents via Facebook and Twitter. 3. Track parent attendance at events. Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Parents will have access to the Front Page which is a weekly digital publication for the Roberts community. Strategy's Expected Result/Impact: Parents will be notified of and attend campus activities. Staff Responsible for Monitoring: Administrative Team, Classroom Teacher Action Steps: 1. Identify school related events for parents to attend. 2. Communicate these events to parents via Facebook and Twitter. 3. Track parent attendance at events. Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Board Goal 5: N/A - Additional Campus Goals



Goal 7: MANDATED HEALTH SERVICES - The campus will meet 100% of Mandated Health Services by the required dates for Immunization, Monitoring, Vision Screening (K,1,3,5), Hearing Screening(K,1,3,5), Type 2 Diabetes (1,3,5), Medication Administration and AED Maintenance Checks.






Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Each mandated health service (Immunization, Monitoring, Vision Screening (K,1,3,5), Hearing Screening(K,1,3,5), Type 2 Diabetes (1,3,5), Medication Administration and AED Maintenance Checks) will be completed by the target due date identified by the district during the BOY, MOY and EOY points of the school year.

Evaluation Data Sources: Health and Medical services check points during the school year.

Strategy 1 Details	Reviews			
Strategy 1: School nurse will create a schedule to screen all students in grades K,1,3,5 for both vision and hearing. Strategy's Expected Result/Impact: 100% compliance with vision and hearing. Staff Responsible for Monitoring: Principal and School Nurse Action Steps: 1. Identify screening dates by grade level. 2. Communicate schedule to classroom teachers. 3. Complete vision and hearing screening. Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: School nurse will create a schedule to screen all students in grades 1,3,5 for Type 2 diabetes. Strategy's Expected Result/Impact: 100% compliance with Type 2 diabetes screening. Staff Responsible for Monitoring: Principal and School nurse. Action Steps: 1. Identify screening dates by grade level. 2. Communicate schedule to classroom teachers. 3. Complete Type 2 diabetes screening. Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: The school nurse will monitor students for Immunization Monitoring, Medicine Administration, and AED Checks. Strategy's Expected Result/Impact: 100% compliance with Immunization Monitoring, Medicine Administration, and AED Checks Staff Responsible for Monitoring: Principal and School nurse. Action Steps: 1. Create a campus schedule to be in compliance with Immunization Monitoring, Medicine Administration, and AED Checks. 2. Train front office staff in medication administration in case nurse is absent. 3. Conduct monthly checks on and submit to health and human services. Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
		<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.





At least 85% of all students in grades third, fourth and fifth grade will meet the fitness goal as measured by the Fitness Gram for the 2022-23 school year.






Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Provide opportunities for students to increase physical fitness through campus activities.

Evaluation Data Sources: Student participation rate in campus activities that promote physical fitness.

Strategy 1 Details	Reviews			
Strategy 1: Coach will host a morning running club for all interested students. Strategy's Expected Result/Impact: Students will achieve a higher level of physical fitness. Staff Responsible for Monitoring: Principal and PE Coach. Action Steps: 1. Coach will share information with parents about the running club. 2. Students will sign up to join. Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Establishing grade level and individual student fitness goals. Strategy's Expected Result/Impact: Students take a vested interest in their own physical fitness Staff Responsible for Monitoring: Administrative Team, PE Coach Action Steps: At the beginning of the year PE teacher will establish grade level fitness goals and encourage students to set their own personal goals for incorporating physical fitness into their lives. Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Students will be exposed to both physical fitness and health services during the school year. Strategy's Expected Result/Impact: Students will learn ways to be healthy and eat right to promote a healthy lifestyle. Staff Responsible for Monitoring: Administrative Team, PE Coach Action Steps: Students will learn ways to be healthy and eat right to promote a healthy lifestyle. Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 229 Roberts Elementary School

Total SCE Funds: \$75,394.97

Total FTEs Funded by SCE: 1.92

Brief Description of SCE Services and/or Programs

Roberts ES uses SCE funding to provide additional teaching staff and enrichment opportunities for at-risk students.

Personnel for 229 Roberts Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Callie Davenport	Dance/PE Teacher	0.5
Rhonda Lewis	First Grade Teacher	0.23
Sima Zaza	Science Lab Teacher	0.6
Telfia Ellis Johnson	Fourth Grade Teacher	0.59

Campus Funding Summary

4290000000 - State Special Revenue						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Intervention Teachers	6100 - Payroll	\$5,000.00
Sub-Total						\$5,000.00

Addendums

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____
2. _____
3. _____
4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>
