

Houston Independent School District

186 Robinson Elementary School

Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science



Mission Statement

At Judson Robinson Elementary we are committed to preparing our students to serve as both self-advocates in a global market and change agents in an increasingly complex society. By taking an “all hands on deck” approach to whole-child development, we emphasize a growth mindset and an appreciation for diversity, thus enabling students to compete in the academic and career paths of their choice.

Vision

Every student matters and every moment counts.

Value Statement

We value all students, staff, parents and our community contributions and ideas to work together for the success of Robinson Elementary.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Robinson Elementary serves over 490 students on the far East side of HISD.

During the 2017-2018 school year Robinson was displaced due to damages sustained to the community during Hurricane Harvey. During the 2021-2022 school year we have been faced with the opening of a new charter school that provides transportation to students, which has been a factor in lower enrollment this school year.

The ethnic populations which make up the student body are 79% Hispanic, 20% African American, and 1% White.

The student attendance rate is 93.4%

58% of the students are English Language Learners.

Students served by Special Education total 9% and 98% of students are economically disadvantaged.

Demographics Strengths

The demographics of the staff mirror the demographics of the community.

Our amount of at-risk students is consistent.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Due to Hurricane Harvey in 2017, the Robinson community has continued to struggle to re-build. There are still vacant apartments that have not been re-built as well as business establishments that have closed down indefinitely, impacting job opportunities for the community. Enrollment has also decreased due to these circumstances as well as the opening of new charter schools within the area. **Root Cause:** Lack of housing and job opportunities for the community as well as charter schools offering transportation and other student incentives to recruit and retain our students.

Student Learning

Student Learning Summary

Students at Robinson Elementary are experiencing gaps in their learning in the content areas of Reading and Math. STAAR test results for the 2022-2023 demonstrate students are grasping some concepts but continued support is needed to provide students with the educational opportunity to increase scores to show mastery. Lessons must be aligned and instructional delivery has to be well planned to target specific skills.

STAAR Results- 87% Rating B with a Science Distinction. Grade 3- Reading 57%(Meets/Masters), Grade 4 Reading 29% (Meets/Masters), Grade 5 Reading - 55%(Meets/Masters)

Grade 3- Math 43% (Meets/Masters), Grade 4 Math 36% (Meets/Masters), Grade 5 Math- 40%(Meets/Masters)

Overall Reading- 64%Approaches, 30%Meets, 18%Masters

Overall Math- 63%Approaches, 29%Meets, 10%Masters

Overall Science- 34%Approaches, 16%Meets, 3%Masters

TELPAS

Grade 1- 57% Beginning, 36% Intermediate, 7%Advanced

Grade 2- 26% Beginning, 46% Intermediate, 23%, Advanced, 6% Advanced High

Grade 3- 35% Beginning, 38% Intermediate, 22%Advanced, 5%Advanced High

Grade 4- 2%Beginning, 36% Intermediate, 40% Advanced High, 22% Advanced High

Grade 5- 5% Beginning, 53% Intermediate, 37% Advanced, 5% Advanced High

Student Learning Strengths

African American Students in Reading

Special Education in Reading and Math

Special Education in Student Success Status

TELPAS

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Students achieving below level on testing. **Root Cause:** Misaligned lessons and student engagement. Student must be engaged throughout the lesson and challenged. Misconceptions must be addressed.

School Processes & Programs

School Processes & Programs Summary

Career Pathways provides teachers with instructional support. Career Pathways has opportunities to grow Teacher Leaders. Our Pathways supports this year Effective Practice Specialists, Canvas Leaders, Effective Instructional Practices. We also have a T-Tess ambassador to support teachers in being aligned to the T-Tess rubric at all times. The TEACH program has been implemented to provide teachers and students with classroom strategies to support classroom management. District Curriculum coaches along with Teacher Specialist are working to support teachers on the implementation of Eureka Math.

School Processes & Programs Strengths

We notice with Career Pathways aids in building an instructional support system for staff members, increases teacher capacity for coaching and instruction and drives Leadership skills in those who serve in specific roles. The TEACH program is providing teachers with tools to support classroom management and student engagement.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Lack of purposeful Professional Development opportunities to improve instructional practices. **Root Cause:** Inconsistency in Instructional practices, alignment, and follow-up.

Perceptions

Perceptions Summary

We follow all district and school expectations by meeting with teachers during Pre-Service to discuss pertinent information and details of our policies. Staff members receive handbooks that are used as a reference throughout the school year. We value parents and community stakeholders with Parent informational sessions as well as open communication with our parents.

Perceptions Strengths

Consistency with all policies district and campus.

We offer support whenever needed to support our students and their families. Wrap Around Specialist, Communities in Schools and the School Counselor provide needed supports to families as well.

The community is aware that we are open to partnerships.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Parental support has suffered over the last few years with factors such as the pandemic, previous Improvement required status of the campus, and a drop in enrollment and lack of transportation. Parents tend to enroll their child in charter schools that are closer to their home or offer transportation. **Root Cause:** Participation and support of school activities.

Priority Problems of Practice

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 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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: : ELAR - By the end of the school year, the percentage of students meeting Level II performance on STAAR Reading will increase with at least 25% of students meeting Level III Advanced Performance. Increase 3rd Grade Reading from 78% passing to 84% passing. Increase 4th Grade Reading from 31% passing to 50% passing. Increase 5th Grade Reading from 54% passing to 70% passing.




Strategic Priorities:

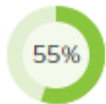

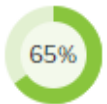




Expanding Educational Opportunities

Measurable Objective 1: By May 2023, Universal Screener Renaissance 360 will display 70% of our students reading at or above grade-level.

Evaluation Data Sources: Common Assessments, Interim Assessments, Observations, Running Records, Imagine Learning, Ren360

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will administer Running Records. Teacher and appraiser will identify students reading two or more grade levels below and ensure interventions are being conducted appropriately and tracked.</p> <p>Strategy's Expected Result/Impact: By identifying students with gaps we can implement interventions to allow student growth toward grade level reading goals.</p> <p>Staff Responsible for Monitoring: Administration Team, Teachers, District TDS</p> <p>Action Steps: Teacher will administer BOY, MOY and EOY Running Records.</p> <p>Teacher and appraiser will identify students reading two or more grade levels below.</p> <p>Using PLCs to plan and organize student lessons and quality instruction as well as conduct data dives to drive instruction for all students meeting their individual needs.</p> <p>Teacher and appraiser will plan and implement interventions</p> <p>Coordinate plan with reading interventionist.</p> <p>Monitor and track interventions and results.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 2 Details	Reviews			
Strategy 2: Teachers will incorporate authentic text as Read Alouds weekly to expose students to a variety of Genres. Evidence if Read Alouds will be monitored weekly by Specialist walk-throughs and weekly lesson plan monitoring and feedback. Strategy's Expected Result/Impact: By exposing students to Good Reading we can this can support then in growing as readers and improving their fluency and comprehension skills. Staff Responsible for Monitoring: Admin Team, District Curriculum Coaches Action Steps: Model Read Aloud expectations for RLA teachers. Teacher Specialists will plan and provide coaching to teachers. Monitor and follow up weekly.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: By May 2023, overall passing Reading percentage on common assessments will be 70% or higher for each grade level.

Evaluation Data Sources: Common Assessments, Interim Assessments, Observations, Running Records, Imagine Learning, Ren360

HB3 Board Goal








Strategy 1 Details	Reviews			
Strategy 1: Teachers will use data to establish student and class goals, to determine intervention grouping by using data trackers. Strategy's Expected Result/Impact: By identifying students with gaps we can implement interventions to allow	Formative			Summative
	Nov	Jan	Mar	June

<p>student growth toward grade level reading goals.</p> <p>Staff Responsible for Monitoring: Administration Team, Teachers, District TDS</p> <p>Action Steps: Teacher will administer district assessments (Snapshots, DLA, Benchmarks)</p> <p>Teacher and appraiser will identify students reading gaps based on data.</p> <p>Have leadership team and TDS team model best practices for teachers in order to support them in planning and implementing high leverage effective instructional strategies for all students.</p> <p>Teacher and appraiser will use data plan and implement interventions</p> <p>Coordinate plan with reading interventionist.</p> <p>Monitor and track interventions and results.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Measurable Objective 3: By May 2023, running records/benchmark assessments will display 70% of our students reading at or above grade level.

Evaluation Data Sources: Common Assessments, Interim Assessments, Observations, Running Records, Imagine Learning, Ren360

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Implementation of guided reading framework during small group instruction. Strategy's Expected Result/Impact: Teachers will have consistent and relevant student data to inform instructional practices that will lead toward student mastery Staff Responsible for Monitoring: Administration Team, Teachers, District TDS Action Steps: Teachers will use data to set up guided reading groups. Teachers will use guided reading framework to implement instruction to target student needs. Teachers will keep records in guided reading binder. Support struggling students with additional small group intervention time to ensure they are performing at grade level and close the gaps. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
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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 2: The percentage of students at the approaches level for the 2002-2023 STAAR in grades 3-5 will increase by 20%.

Strategic Priorities:

Expanding Educational Opportunities

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: MATH - By the end of the school year, the percentage of students meeting Level II performance on STAAR Math will increase from 36% to 60% in 3rd grade, from 42% to 50% in 4th grade and from 32% to 50% in 5th grade, with at least 55% of students meeting Level II Advanced Performance.




Strategic Priorities:

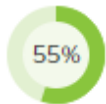
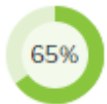





Expanding Educational Opportunities

Measurable Objective 1: By May 2023, Universal Screener Renaissance 360 will display 70% of our students at or above grade level in mathematics.

Evaluation Data Sources: Renaissance 360: BOY, MOY, EOY, Progress Monitoring

HB3 Board Goal

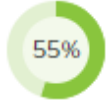






Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher and appraiser will identify students who are two or more grade levels below and track students 3 times a semester.</p> <p>Strategy's Expected Result/Impact: Tracking the students will allow teachers and administrators to identify student need early and plan according to help meet student needs.</p> <p>Staff Responsible for Monitoring: Administration team, teachers, district TDS</p> <p>Action Steps: All students will be monitored with Universal Screener for BOY, MOY and EOY.</p> <p>Students not meeting goal during universal monitoring will be flagged for progress monitoring and interventions.</p> <p>Using PLCs to plan and organize student lessons and quality instruction as well as conduct data dives to drive instruction for all students meeting their individual needs.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Backwards planning for instruction using high impact instructional strategies and resources. Strategy's Expected Result/Impact: First instruction will assist in support all learners to demonstrate mastery of specific skills and on formative assessments. Staff Responsible for Monitoring: Teacher Specialist, Formative Assessment Coordinator, Admin Action Steps: Review lesson plans weekly Review data to identify priority TEKS Analyze assessments (overall test) to develop an understanding for exemplars for mastery. Observation of instructional delivery and the student engagement. Review instructional strategies and exit tickets for alignment. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: By May 2023, overall passing percentage on Math common assessments will be 60% or higher for each grade level.

Evaluation Data Sources: All Mathematics common assessments from September-April








HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will administer Common Formative Assessments to progress monitor students every 3-4 weeks. Strategy's Expected Result/Impact: Students will meet/master content in Math on Common Formative Assessments. This will inform the teacher on progress to reteach/extend if necessary. Staff Responsible for Monitoring: Administration team, teachers, district TDS Action Steps: Teachers will collaboratively create common formative assessments aligned to standards. Students will take assessments every 3-4 weeks. Teachers will analyze data from common formative assessments to drive instruction and interventions. Have leadership team and TDS team model best practices for teachers in order to support them in planning and implementing high leverage effective instructional strategies for all students. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: By April 2023, the overall passing percentage on Exit Tickets will be 70% or higher.

Evaluation Data Sources: Daily Exit Tickets will be graded and tracked.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use data to establish student and class goals to determine intervention grouping by using data trackers. Strategy's Expected Result/Impact: Teacher will have consistent and relevant data on student progress. Teacher will use data to adapt instruction to students' current needs. Staff Responsible for Monitoring: Administration team, teachers, district TDS Action Steps: Teachers will create daily exit tickets. Teachers will track student mastery on exit tickets on monitoring tool. Teacher will use data to inform instruction decisions and intervention needs. Support struggling students with additional small group intervention time to ensure they are performing at grade level and close the gaps. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
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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 2: By the end of the 2022-2023 school year, the percentage of students performing at Mastery for STAAR Math will increase by 10%.

Strategic Priorities:

Expanding Educational Opportunities

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: Students being promoted to the next grade level measured by Grade Level criteria, Grade reporting, attendance rate and High Frequency Word Assessments will be greater than 90%.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: More than 90% will be meeting Grade Level Expectations and standards during Progress Report and six week grading cycles.

Evaluation Data Sources: Progress Reports, Report Cards, and Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Monitor all grading and attendance policies according to grade level promotion standards. Strategy's Expected Result/Impact: Students performing at grade level and meeting the grade level standards for promotion, showing progress throughout the school year. Staff Responsible for Monitoring: Teacher, SIR, Admin Action Steps: School-wide grading policy, enter two grades per week. Monitor student progress every 3 weeks and identify students in need of support. Parents conferences and communication.	Formative			Summative
	Nov	Jan	Mar	June
				
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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.



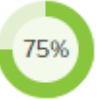







Goal 1: CLOSING THE GAPS - By May 2023, the percentage of Special Education students meeting Approaches on Reading STAAR assessments will increase from 44 to 50% passing.

Strategic Priorities:

Expanding Educational Opportunities


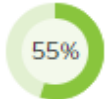








Measurable Objective 1: All Special Education students will be identified by September 11th

Evaluation Data Sources: Identify the Special Education students in all grade levels and update Data Trackers

Strategy 1 Details	Reviews			
Strategy 1: Identify the Special Education students in all grade levels and update Data Trackers Strategy's Expected Result/Impact: Identifying Special Education students in each grade level will help providing students with instructional tools and accommodation needed to support learners. Staff Responsible for Monitoring: Administrative Team, SIR Clerk, Sped Chair Action Steps: Identify special education students in each grade level Update Data trackers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implementation of instructional strategies to support students that receive Special Education services to target their specific goals. Strategy's Expected Result/Impact: Assist students in receiving effective instructional tools and strategies to reach mastery of their individual goals. Staff Responsible for Monitoring: Special Education Resource Teacher, General Ed Teacher, Admin Action Steps: Monitor student IEPS. Track Data and progress of individual student goals. Observation and Feedback.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: By September 25th, intervention plans will be created to support students.

Evaluation Data Sources: Data trackers, Intervention plans

Strategy 1 Details	Reviews			
Strategy 1: Intervention/enrichment plan with differentiated instruction for Special Ed students that can reach approaching based on preliminary data. Strategy's Expected Result/Impact: Special education students will grown in Reading as a result of receiving differentiated intervention. Staff Responsible for Monitoring: Teachers, administrative team, TDS, reading interventionist, sped chair Action Steps: Identify special education students Use data to form an intervention/enrichment plan for each student Plan with be differentiated for each student based on data. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Establish effective goals for individual students based on their individual evaluations and current individual education plans. Strategy's Expected Result/Impact: Goals will be met and students will demonstrate growth. Staff Responsible for Monitoring: Special Education Teachers/Special Education Chairperson, Diagnostician, Admin Action Steps: Follow all compliance of evaluations and ARDS Document students progress and update goals to reflect student progress. Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
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Board Goal 5: N/A - Additional Campus Goals




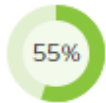

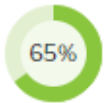




Goal 1: ATTENDANCE: By the end of the school year, the percentage of students attending school on a daily basis will increase from 93% to 98%.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

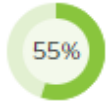

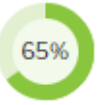




Measurable Objective 1: The number of students with more than 10 absences will decrease from 45 to 20.

Evaluation Data Sources: Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: Last year's attendance data is being used to identify students who had more than 10 unexcused absences, excused and unexcused, and parents will be contacted preventatively. Strategy's Expected Result/Impact: There will be less students having more than 10 absences, excused and unexcused. Staff Responsible for Monitoring: Registrar Clerk, Wrap Around Specialist, Counselor, CIS Action Steps: Identify students who had more than 10 excused/unexcused absences. Contact parents at the beginning of the school year preventatively Monitor attendance data. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Closely monitor student attendance and provide incentives for students that attend school regularly each day. Strategy's Expected Result/Impact: Promote attendance school-wide and encourage students to be present daily. 93% attendance rate will grow to 98% Staff Responsible for Monitoring: SIR, Wrap-Around, Counselor, Communities in Schools, Teachers, Admin Action Steps: Teachers make contact with students' parents when students is absent more than two days. SIR notifies parents of consistent student absences after 3 days. Monitor attendance each day.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: Student cohort with lowest attendance will be identified and monitored by administration.








Evaluation Data Sources: Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: School Wide Attendance Incentives will be implemented. Strategy's Expected Result/Impact: Student attendance will increase with implementation of attendance incentives. Staff Responsible for Monitoring: Registrar Clerk, Wrap Around Specialist, Counselor, CIS, At-Risk Coordinator, Teachers Action Steps: Attendance will be tracked daily. Monthly attendance rates will be traced and sent out Attendance Incentives will be advertised Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: Every month at least 5 home visits will be conducted.

Evaluation Data Sources: Attendance data, tracking system

Strategy 1 Details	Reviews			
Strategy 1: Home visits will be conducted for students who have more than 4 absences. Strategy's Expected Result/Impact: Student attendance will improve as a result of home visit. Staff Responsible for Monitoring: Registrar Clerk, Wrap Around Specialist, Counselor, CIS	Formative			Summative
	Nov	Jan	Mar	June

<p>Action Steps: Attendance will be tracked daily.</p> <p>School will have protocols on how to do home visits.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals








Goal 2: DISCIPLINE - By the end of the school year, we will continue to have no out of school suspensions.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach








Measurable Objective 1: Increase behavior interventions for 100% of identified students.

Evaluation Data Sources: Power School RTI, teacher anecdotal records, IAT team minutes and records, Thinkery records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Implementing high quality behavioral interventions for students who have been identified as needing behavioral support. Providing Tier 2 and Tier 3 behavioral interventions for students who present with chronic discipline problems.</p> <p>Strategy's Expected Result/Impact: Behavioral interventions will lessen the amount of discipline problems.</p> <p>Staff Responsible for Monitoring: All teaching staff, Leadership team, IAT team, Restorative Discipline Coordinator, Counselor</p> <p>Action Steps: Identify students with chronic discipline problems.</p> <p>Providing Tier 2 and Tier 3 behavioral interventions for those students.</p> <p>Tracking behavioral interventions</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Measurable Objective 2: Decrease exclusionary discipline incidents by 50%.








Evaluation Data Sources: Power School RTI, teacher anecdotal records, IAT team minutes and records, thinkery records

Strategy 1 Details		Reviews			
Strategy 1: Implementing high quality behavioral interventions for students who have been identified as needing behavioral support. Providing Tier 2 and Tier 3 behavioral interventions for students who present with chronic discipline problems. Strategy's Expected Result/Impact: Providing Tier 2 and Tier 3 behavior interventions would prevent exclusionary discipline incidents. Staff Responsible for Monitoring: All teaching staff, Leadership team, IAT team, Restorative discipline coordinator, counselor Action Steps: Identify students with chronic discipline problems. Providing Tier 2 and Tier 3 behavioral interventions for those students. Track behavioral interventions Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Measurable Objective 3: Increase Restorative Discipline Practices in 100% of classrooms from 2 weekly circles to at least 3 circles.

Evaluation Data Sources: Thinkery Records; RDP Lesson Plans

Strategy 1 Details		Reviews			
Strategy 1: Implementing Restorative Discipline Practices for all students in grades PK-5 to create classroom community, establish procedures for dealing with harm, and deal with misbehavior in a proactive manner. Staff Responsible for Monitoring: Restorative Discipline Coordinator, Leadership Team		Formative			Summative
		Nov	Jan	Mar	June

<p>Action Steps: Train teachers on restorative discipline practices</p> <p>Introduce Circles in the first week of school in all classrooms</p> <p>Create respect agreements with students</p> <p>Have Check-in, Check-On, Check-Out circles each week - 3 weekly</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals








Goal 3: VIOLENCE PREVENTION - By the end of the school year, over 70% of families will have participated in at least one community health event.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach








Measurable Objective 1: Increase family access to parenting classes for 100% of parents.

Evaluation Data Sources: Surveys to each community health event; mid-year parent survey.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Measurable Objective 2: Increase family access to drug/alcohol awareness classes for 100% of parents.

Evaluation Data Sources: Surveys to each community health event; mid-year parent survey.








Strategy 1 Details	Reviews			
Strategy 1: Offering both classes and follow up/break out groups in both languages Strategy's Expected Result/Impact: Parental involvement in classes will help to decrease drug/alcohol use and increase awareness. Staff Responsible for Monitoring: Wrap-Around Manager, Counselor, CIS Action Steps: Offering both classes and follow-up/break out groups in both languages Title I: 2.6, 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
Strategy 2 Details	Reviews			
Strategy 2: Monthly parent meetings to discuss school processes and procedures and address questions and concerns about the campus. Strategy's Expected Result/Impact: Parent concerns will be addressed timely and processes will be adjusted as necessary to support parents. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers Action Steps: Schedule monthly meetings with parents to meet with Administration. Identify areas of concern and create plans as needed to adjust and update. Communicate with parents through Tuesday folders, and Monthly Newsletter Title I: 4.1, 4.2 Funding Sources: Materials and Resources for parents - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000	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








Measurable Objective 1: All Special Education students will be identified by September 1st.

Evaluation Data Sources: Identify the special education students in al grade levels and update levels and update data trackers.

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Instructional tools and practices to support learners in reaching individual goals according to their plan. Strategy's Expected Result/Impact: Student learning reaching Mastery on individual goals will increase, which will allow new goals to be established for continued progress. Staff Responsible for Monitoring: Special Education Chairperson, Teachers, Admin Action Steps: Track and Monitor student progress according to Individual Education Plan. Ensure Use all accommodation of students receiving Special Education Services. Observation and Feedback.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: By September 9th intervention plans will be created to support students in Reading and Math performing below expectation according to 2021-2022 STAAR Results.

Evaluation Data Sources: Data Trackers, Intervention schedules.

Strategy 1 Details	Reviews			
Strategy 1: Target Tier 2 students to develop a learning plan that addresses specific grade level skills. Strategy's Expected Result/Impact: Student will Master targeted skills using instructional tools and strategies. Staff Responsible for Monitoring: Interventionist, Teachers, Admin Action Steps: Track and Monitor Student Progress every 3-6 weeks Meet with Interventionist to discuss student's progress	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals








Goal 5: SPECIAL POPULATIONS: By the end of the school year, the percentage of students meeting or mastering STAAR will increase from 30% to 50%, with both African American and Hispanic populations exceeding Academic Achievement targets with 50% or higher in each content area.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

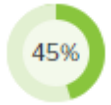






Measurable Objective 1: The percentage of African American students reading below grade level will decrease by 50%.

Evaluation Data Sources: District common assessments; weekly running records in classroom Guided Reading binders; monthly running records in classroom Guided Reading binders, TEA Interim Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Campus-wide Reading Intervention Systems; Progress Monitoring systems; Weekly running records for all Tier 3 students; Monthly running records for all Tier 2 students.</p> <p>Strategy's Expected Result/Impact: The percentage of African American Students reading below grade level will decrease by 50%.</p> <p>Staff Responsible for Monitoring: Reading teachers, leadership team; reading interventionists</p> <p>Action Steps: Campus will implement a Reading Intervention System.</p> <p>Campus will have progress monitoring system for struggling students</p> <p>Tier 3 students will have weekly running records</p> <p>Tier 2 Students will have monthly running records</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Measurable Objective 2: The percentage of English Language Learner students reading below grade level will decrease by 50%.

Evaluation Data Sources: District common assessments; weekly running records in classroom Guided Reading binders; monthly running records in classroom Guided Reading binders, TEA Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Campus-wide Reading Intervention Systems; Progress Monitoring systems; Weekly running records for all Tier 3 students; Monthly running records for all Tier 2 students. Strategy's Expected Result/Impact: The percentage of English Language learner students reading below grade level will decrease by 50% Staff Responsible for Monitoring: Reading teachers; Leadership team; Reading interventionists Action Steps: Campus will implement a Reading Intervention System. Campus will have progress monitoring system for struggling students Tier 3 students will have weekly running records Tier 2 Students will have monthly running records Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals








Goal 6: PARENT and COMMUNITY ENGAGEMENT, By the end of the school year we will increase parental support and community involvement by 50%.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being








Measurable Objective 1: Increase parent engagement in on-campus events.

Evaluation Data Sources: Parent engagement event sign-in sheets' parent engagement event minutes; district satisfaction survey results.

Strategy 1 Details		Reviews			
Strategy 1: Increase and vary offerings of FACE meetings, Coffee with the principal meetings, and other parent meetings. Strategy's Expected Result/Impact: Increasing parental engagement will result in parents being more involved with their child's education and increasing student achievement. Staff Responsible for Monitoring: District FACE, Wrap Around Specialist, Counselor, CIS Action Steps: Increase and vary offerings of FACE meetings, Coffee with the principal meetings, and other parent meetings. Title I: 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			








Measurable Objective 2: Increase public perception and public confidence.

Evaluation Data Sources: Social Media data; district satisfactory survey results.

Strategy 1 Details	Reviews			
Strategy 1: Market and promote offerings and current events on campus by utilizing various social media platforms. Strategy's Expected Result/Impact: Increasing public perception and confidence will help us to retain students and potentially increase enrollment. Staff Responsible for Monitoring: Leadership Team; Wrap Around Specialist; Counselor Action Steps: Market and promote offerings and current events on campus by utilizing various social media platforms. Title I: 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: Community engagement event sign-in sheets; community engagement event minutes; district satisfaction survey results.

Evaluation Data Sources: Community engagement event sign-in sheets; community engagement event minutes; district satisfaction survey results.

Strategy 1 Details	Reviews			
Strategy 1: Increase and vary offerings of SDMC Meetings, Coffee with the principal meetings, and other parent meetings. Strategy's Expected Result/Impact: Offering more opportunities for parents to be involved will help to increase attendance and participation of students to increase student achievement. Staff Responsible for Monitoring: Leadership Team, Wrap Around Specialist, Counselor, CIS Action Steps: Increase and vary offerings of SDMC Meetings, PTO meetings, PAC/Coffee with the Principal Meetings, and other parent meetings. Title I: 4.2 - TEA Priorities: Improve low-performing schools	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 (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 21, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Faosat Okubajo RN
Estimated number of students to be screened: 492

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Faosat Okubajo RN
Estimated number of students to be screened: 363

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Faosat Okubajo RN
Estimated number of students to be screened: 363

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Faosat Okubajo RN
Estimated number of students to be screened: 228

Measurable Objective 5: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Measurable Objective 6: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual

report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Faosat Okubajo RN and Reginald Johnson
Number of AEDs on campus: 2

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

Measurable Objective 1: By the end of the school year, we will increase student and family health by working to connect families with community health resources, including providing access to mental health counseling and other needed supports.

Evaluation Data Sources: Ongoing monitoring of family health concerns/supports. Updates from Support Staff including School Counselor, Wrap-Around and Communities in Schools.

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 186 Robinson Elementary School

Total SCE Funds: \$143,908.16

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

Services being funded through state compensatory education is one classroom teacher. Instructional material is also purchase to support struggling learners.

Personnel for 186 Robinson Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Conti Davis	3rd Grade Teacher	1
Jennifer Silva	4th Grade ESL Teacher	0.5

Title I

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the Shared Decision-Making Committee (SDMC).

Ninety four percent of Robinson students are economically disadvantaged and fifty six percent of Robinson students are English Language Learners. Six percent of students have been identified as Gifted and Talented and nine percent of students receive Special Education services. In 2018-2019 Robinson received an overall state accountability rating of “Did not Meet Standard”; we did not earn any distinctions. In the area of Student Achievement we received a scaled score of 56 and did not meet standard. In the area of School Progress we received a scaled score of 59 and did not meet standard. In the area of Closing the Gaps we received a scaled score of 51 and did not meet standard. Students who took the STAAR Alternate test achieved a 100% passing rate. Current data from the 2021-2022 reflects that our campus has earned a "B" Rating 87% with 64% in Domain 1.

To meet the needs of all our students we will be using the Renaissance 360 data to identify the students who are reading two grade levels below. Students will be grouped, and Reading Interventionist will be pulling daily. Progress monitoring will happen every six weeks.

We will continue to track each student and create goals to monitor progress. Administration will support teachers in planning for small groups and the creation of effective lessons that target the specific skills needing to be improved. Reading and Math Interventionist will target Tier 2 Learners to provide tools and strategies to assist them in Mastering the skills to show progress.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

- Stakeholders were involved in establishing a school compact.
- Discussion of the goals and expectations of the school year
- Resources that are being used
- Parent and family engagement for the campus

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- Weekly PLCs
- Instructional Rounds
- Leadership Calibration Walks

- Timely follow-up and feedback
- Exit Ticket trackers
- Campus Formative and Summative Data Trackers
- Teacher Leader support through Career Pathways

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

- On campus
- Campus website
- Parent Meetings

The SIP was made available to parents by:

- School meeting
- Title 1 Meeting

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

1. Interventions for students performing below grade level.
2. After school tutorials for students requiring further interventions.
3. Hiring of hourly intervention teachers for support
4. Purchasing Imagine resources for all learners.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

- Maximizing instructional time with uninterrupted blocks of learning during the school day
- Provide afterschool tutorials
- Provide interventions during the school day for struggling students in Reading and Math

- PLCs are used for teachers to focus and align instructional according to data

-Create opportunities for experience and exposure in all content areas (Developing Final products/projects, Research, Technology based)

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas
- Proficient Tier 1 explicit instruction taking place in all content areas
- Monthly AT BATs
- Small Group Instruction based on student data needs

3.1: Annually evaluate the schoolwide plan

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Cherrelle McKinnies, Principal
- Esmeralda Pena, Title I Coordinator
- Jennifer Harwell, Assistant Principal
- Raul Calix, Parent
- Conti Davis, Teacher
- Claudia Enciso, Teacher

4.1: Develop and distribute Parent and Family Engagement Policy

The PFE was distributed

- Our school webpage
- shared with parents during Title I meetings
- student handbook refers parents to school website

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- 1. During parent meetings, school will survey our stakeholders for topics of interest to them to support their children at home/school.
- 2. Advertise activities by at least 4 different forms of communication such as social media, ClassDojo, callouts, flyers. the activities we are providing to our parents and community to increase participation
- 3. Ask our PTO to collaborate in inviting parent to out meeting and activities as well as our FACE representative.
- 4. Incorporate a giveaway/incentive system for participation in school activities such as literacy and math night

4.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - Compact Review #1A 10/07/2022 @ 8:30am
- Meeting #1 Alternate - Compact Review #1B 10/011/2022 @2:00pm
- Meeting #2 - Title I, Part A #2A 11/04/2022 @8:30am
- Meeting #2 Alternate - Title I, Part A #2B 11/08/2022 @4:00 pm
- Meeting #3 - Title I Spring Meeting #3A 02/03/2023 @ 9:00 am
- Meeting #3 Alternate - Title I Spring Meeting #3B 02/07/2023 @4:00pm
- Meeting #4 - Title I Meeting #4A 03/03/2023 @9:00am
- Meeting #4 Alternate - Title I Meeting #4B0 03/07/2023 @2:00pm

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anna Vazquez	Teacher		
Esmeralda Pena	Teacher Specialist		
Raul Calix	Teacher Specialist		

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	3	2	2	Materials and Resources for parents	6300 - Supplies and Materials	\$1,000.00
Sub-Total						\$1,000.00