

Lamar Consolidated Independent School District
Roberts Middle School
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

Core Beliefs

Roberts Middle School believes in:

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Academic Achievement: By June of 2025, the percentage of "All" students who achieved "Approaches" on STAAR Math will increase to 93% and STAAR ELAR will increase to 93%. By June of 2025, the percentage of "All" students who achieved "Meets" on STAAR Math will increase to 70 % and STAAR ELAR will increase to 80%, By June of 2025, the percentage of "All" students who achieved "Masters" on STAAR Math will increase to 32% and STAAR ELAR will increase to 45%.	13
Goal 2: Academic Achievement: By June 2025, students identified as Economic Disadvantaged, EB and/or Special Education will increase percent score by 5% compared to the 2024 Math and Reading STAAR assessments.	18
Goal 3: Family and Community Involvement: By May of 2025, Roberts MS will provide opportunities for community, parents, and students to engage in meaningful campus activities designed to strengthen relationships between parents, students, and staff.	26
Goal 4: Discipline Achievement: By May of 2025, Roberts MS will decrease overall disciplinary referrals by 5% based on our total population of enrollment.	27
Site-Based Decision Making Committee	28
Campus Funding Summary	29

Comprehensive Needs Assessment

Demographics

Demographics Summary

Roberts Middle School is the 5th middle school campus for Lamar Consolidated ISD. Our building was established in 2019. Roberts Middle School is located in Fulshear, TX. Our community is growing rapidly, and our enrollment continues to increase each year. We are home to Charger Nation. Let's get CHARGED UP!

Roberts Middle School serves students in Grade 6 and has a current student enrollment of 1010 students for the 2024-2025 school year. Roberts Middle School is located on the Purple track and receives students from Morgan, Huggins, Tamarron, Hubenak, Lindsey, and Bentley elementary. We will feed into Dean Leaman Junior High and eventually Churchill Fulshear High School.

In connection with Dean Leaman Junior High, JH/MS demographics have an ethnic distribution of approximately 21% African American, 28% Hispanic, 29% White, and 11% Asian. This campus is also comprised of approximately 33% Economically Disadvantaged students.

Roberts Middle School's special populations include approximately 10% of students will receive special education services, approximately 20% of students are Emergent Bilinguals, and 10% are Gifted and Talented.

Our faculty is comprised of 48 classroom teachers with experience ranging from first year to 30+ years. We also have 5 instructional paraprofessionals, 2 counselors, 2 instructional coaches, 1 campus testing coordinator, 1 emergent bilingual coach, and 3 administrators.

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

Demographics Strengths

Roberts Middle school:

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Roberts Middle School is experiencing rapid growth from 7 different feeder schools. As a one year campus, we must address a diverse range of learning needs while creating a cohesive, supportive, and effective learning environment that accommodates all students' needs and promotes their academic and social development. **Root Cause:** The combination of rapid student growth, diverse learning needs, 7 feeder schools, and a one year campus.

Student Learning

Student Learning Summary

Roberts MS STAAR 2022-23 Data:

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

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

Student Learning Strengths

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

- Overall state standard of 90% or more on Approaches, 60% on Meets, and 30% on Masters
- Growth in meets and masters from the 23-24 school year
- 11% Growth in Math Economically Disadvantaged Meets Category
- Growth in Special Education Meets and Masters from the 23-24 school year

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our Special Education and EB sub-populations in Meets and Masters are still below the state standard of 60% and 30%. **Root Cause:** Special Education case load ratios Inconsistent EB Coaching Support due to sharing campuses (Leaman and Roberts) Increase in Newcomers/Beginner Level EB students

Problem Statement 2: Roberts MS Meets and Masters levels in ELAR and Math has minimal growth. **Root Cause:** Consistent implementation of Blended Learning/ Small group instruction Rigor Students already performing at or near 90/60/30

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

At Roberts MS, the staff is committed to improving student academic achievement. The master schedule includes common planning periods for core teachers and inclusion teachers to attend PLC meetings and collaborate on instructional techniques during instructional planning. Roberts MS also participates in the LCISD Innovative School Day district initiative which allows all teachers additional planning time monthly.

School Processes & Programs Strengths

Roberts MS's current process strengths are:

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Roberts MS PLC process is a work in progress and tries to accomplish all elements in one meeting which is preventing overall fidelity on what the department wants to accomplish while utilizing best practices. **Root Cause:** Lack of modeling and sharing practices of how things were taught Holding peers accountable with team norms Lack of time management without assigned roles

Problem Statement 2: Instructional Coaches being available to provide coaching feedback to all teachers. **Root Cause:** One instructional coach full time for the campus Shared EB

Perceptions

Perceptions Summary

Based on the K-12 survey, parents felt that community involvement and parent participation opportunities were lacking. Parents also shared that they felt teachers lacked in communication regarding how they could support their student in the individual subjects and Canvas communication.

Perceptions Strengths

Roberts Middle school has:

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

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on the K-12 survey, parents felt that community involvement and parent participation opportunities were lacking. **Root Cause:** Roberts is a one year campus No campus PTO

Problem Statement 2: Based on the k-12 survey, parents also shared that they felt teachers lacked in communication regarding how they could support their student in the individual subjects and Canvas communication. **Root Cause:** Parent understanding of canvas Change from a Homeroom teacher to multiple teacher Consistency of communication among content teams

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Academic Achievement:

By June of 2025, the percentage of "All" students who achieved "Approaches" on STAAR Math will increase to 93% and STAAR ELAR will increase to 93%.

By June of 2025, the percentage of "All" students who achieved "Meets" on STAAR Math will increase to 70 % and STAAR ELAR will increase to 80%,


By June of 2025, the percentage of "All" students who achieved "Masters" on STAAR Math will increase to 32% and STAAR ELAR will increase to 45%.


Performance Objective 1: Roberts MS will provide additional intervention time and HB1416 through Charger WIN for identified students. Data will be tracked for students who have regressed and interventions will be provided. Students already at the Meets or Masters level will be given extensions to increase their application of content.

Evaluation Data Sources: Current STAAR results
District Benchmarks
MAP Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize RTI Scheduler to schedule students by student by need into ELAR and Math Charger WIN time classes with additional teacher support so that students are able to receive more individualized support and intervention time or provide extensions to those students at the Meets and Masters level. This is revised each six weeks depending on MAP data, Benchmark data, report card data, and regular monitoring of data from major assessments .</p> <p>Strategy's Expected Result/Impact: Increase student performance in Domain III</p> <p>Staff Responsible for Monitoring: 1. Assistant Principal 2. Counselors 3. Principal 4. Math teachers 5. ELAR teachers 6. Non-Core/Science/History teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Academic Achievement:

By June of 2025, the percentage of "All" students who achieved "Approaches" on STAAR Math will increase to 93% and STAAR ELAR will increase to 93%.

By June of 2025, the percentage of "All" students who achieved "Meets" on STAAR Math will increase to 70 % and STAAR ELAR will increase to 80%,

By June of 2025, the percentage of "All" students who achieved "Masters" on STAAR Math will increase to 32% and STAAR ELAR will increase to 45%.

Performance Objective 2: Roberts MS will implement the PLC at Works model to improve Tier 1 Instruction and provide by student by need intervention.

Evaluation Data Sources: Current STAAR Results

District Benchmarks





MAP Data

Campus Assessments

Campus Exit Tickets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase support for core content teachers to assist in providing quality PLC support, intentional feedback to teachers on instruction based on weekly walkthroughs, and provide accountability to enhance Tier 1 instruction for all students targeting areas such as student discourse, small group instruction, higher order questioning/ activities, student conferencing, student-self data tracking, etc.</p> <p>Strategy's Expected Result/Impact: Meet or exceed 5% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR</p> <p>Staff Responsible for Monitoring: Academic Facilitators Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: ALL Students: All core content teams will meet weekly in the PLC process to utilize the 4 Questions model, develop plans addressing student data-based strengths and weaknesses, and complete an SE analysis on essential standards.</p> <p>Strategy's Expected Result/Impact: Teachers will use formal and informal data to address student needs based on students' performance on essential standards. Teachers work together to identify at-risk students, and teams problem solve to intervene for each student.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administrators EB Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Tier 1 instruction improvement through weekly ILT meetings, weekly team content planning, weekly PLC meetings, innovative 1/2 day weekly planning, monthly district 1/2 day planning, lesson planning and feedback, assessment review and SE analysis.</p> <p>Strategy's Expected Result/Impact: Meet or exceed 5% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize data trackers to inform Tier 1 instruction and enable targeted, student-specific interventions, ensuring continuous progress monitoring and collaborative instructional refinement.</p> <p>Strategy's Expected Result/Impact: Meet or exceed 5% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Each month, all content teams will engage in an innovative school day dedicated to full-day collaborative planning to enhance Tier 1 instruction, strengthen instructional alignment, support targeted interventions, and provide time for additional teacher tasks.</p> <p>Strategy's Expected Result/Impact: Increased collaborative planning for teachers to drive high quality tier one instruction. Staff Retention. Targeted student interventions.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Conduct data digs to identify strengths and weaknesses, creating targeted action plans for student mastery and support on essential standards</p> <p>Strategy's Expected Result/Impact: Create action plans for what to we do if they don't learn it and what do we do if they know it. Create focused intervention and extension plans for Charger Win.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Academic Achievement: By June 2025, students identified as Economic Disadvantaged, EB and/or Special Education will increase percent score by 5% compared to the 2024 Math and Reading STAAR assessments.

Performance Objective 1: Throughout the 2024- 2025 school year, use State Comp Ed funds to address At- Risk and HB1416 students needing additional support.

Evaluation Data Sources: STAAR
At Risk Qualifying Criteria


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: At Risk: Teachers will provide dedicated intervention/accelerated instruction time each week during Charger WIN to address ELAR and Math concepts.</p> <p>Strategy's Expected Result/Impact: Formative - Checkpoints/benchmarks and campus diagnostic assessments will identify student intervention needs. Increase mastery of concepts by students by 70% of all students participating will earn passing scores on assessments and passing grades by the end of the first semester</p> <p>Staff Responsible for Monitoring: Coaches Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Extended Day Tutorials or Credit Restoration through WIN: Accelerated Instruction tutorials for all students will support the progressive mastery of the TEKS (moving students from approaches to meets, or meets to masters)</p> <p>Strategy's Expected Result/Impact: 70% of students attending will show progressive growth by the end of each semester</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Facilitators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Extra Duty Pay - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$5,405</p>	Formative		
	Feb	Apr	June


Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Dropout Prevention (At-Risk students): We will conference and communicate with parents & students each six weeks (through failure conferences and/or failure ARDs) to address six weeks failures as well as ensure that any student in danger of dropping out or at risk of not meeting the the state academic standards is enrolled in school or offered supplemental educational services (tutoring, in-class support/ interventions).</p> <p>Strategy's Expected Result/Impact: Campus drop out rate below 1% Decrease Six Weeks failure rate below or between 10-15%. Decrease number of students that fail two or more courses each Six Weeks consecutively.</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors Sped. Teachers</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Emergent Bilingual coach will provide instructional support by providing professional development and coaching to all core content teams over the PLC process, specifically in backwards design, reteach/reassess, how to use data to drive instruction for at risk students; including students identified as EB, relationship building, and classroom management.</p> <p>Strategy's Expected Result/Impact: Teachers will use formal and informal data to address student needs based on students' performance on essential standards. Teachers work together to identify at-risk students, and teams problem solve to intervene foreach student</p> <p>Staff Responsible for Monitoring: Coaches Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: MTSS Coordinator will work with the instructional team to review student data through kid watch meetings and survey teachers for any additional students being recommended for supports. These student lists will be cross referenced through data triangulation to ensure the student list is skill over will.</p> <p>Strategy's Expected Result/Impact: Teachers will use informal and formal data to address student needs based on students' performance on essential standards. Teachers will work together to identify MTSS students and teams problem solve to intervene for each student.</p> <p>Staff Responsible for Monitoring: MTSS Coordinator Instructional Team</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Feb	Apr	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Emergent Bilingual Coach will provide instructional support to staff through coaching, modeling, PLC planning, Professional Development training, and Progress Monitoring of Emergent Bilingual students through the LPAC process</p> <p>Strategy's Expected Result/Impact: Increase in performance of EB students. Increase in sheltered instruction strategy techniques with teachers</p> <p>Staff Responsible for Monitoring: EB Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Utilize RTI Scheduler to schedule At Risk students by student, by need during Charger Win.</p> <p>Strategy's Expected Result/Impact: Increased Performance of At Risk Students.</p> <p>Staff Responsible for Monitoring: IC's Admin Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: RTI Scheduler - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$4,000</p>	Formative		
	Feb	Apr	June

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: To address the needs of all students, particularly students most at risk of not meeting the challenging state academic standards and students receiving special education services & EB support, teachers will attend professional development opportunities to increase their instructional strategies to utilize during tutorials and Charger WIN time.</p> <p>Strategy's Expected Result/Impact: Improve academic outcomes for students on STAAR, district assessments, and classroom assessments</p> <p>Travel Staff Reimbursement: Staff will participate in professional development opportunities like Region 4 Workshops, CAST, CAMT to build our capacity for meeting the needs of all students.</p> <p>Supplies Instructional and Supplies Non-Consumable - Both consumable and non-consumable supplies will be purchased to be utilized by students and teachers in the classrooms and at home. In addition, materials will be purchased for staff development and parent events to assist the campus in meeting the goals and objectives outlined in the CIP.</p> <p>Snacks: Snacks will be provided to students attending targeted tutoring sessions and Saturday tutorials for the purpose of addressing gaps and improving academic outcomes for students.</p> <p>Extra Duty Pay: Teachers will address student needs and gaps through after school targeted tutorials and Saturday interventions.</p> <p>Contracted Services: Conference Registration: The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.</p> <p>Substitute Pay: Substitutes will be used to allow teachers to participate in professional development and planning activities.</p> <p>Staff Responsible for Monitoring: Coaches Content Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: EB students will be supported through the analysis of TELPAS data from the previous year to target specific domain needs, classroom and home support through the Emergent Bilingual coach and Department of Multilingual Education to provide parents resources to support their students.</p> <p>Strategy's Expected Result/Impact: Increase composite TELPAS scores in the areas of speaking, listening, speaking and writing</p> <p>Staff Responsible for Monitoring: EB Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 2: Academic Achievement: By June 2025, students identified as Economic Disadvantaged, EB and/or Special Education will increase percent score by 5% compared to the 2024 Math and Reading STAAR assessments.

Performance Objective 2: Special Education students will increase 5% from 2024 Reading and Math STAAR by increasing their academic support and through monitoring of academics with the implementation of intervention, special education students will increase their academic achievement and will be more aware of their academic successes.


Evaluation Data Sources: STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: SpEd Teachers will meet with content teachers in PLC's as an additional resource to address progress and/or weekly failures.</p> <p>Strategy's Expected Result/Impact: Current STAAR and EOC results TEA Current STAAR Performance Data Table</p> <p>Staff Responsible for Monitoring: 1) Assistant Principal 2) Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Special Education teachers will be reviewing assessment data from Eduphoria and meeting with students one-on-one to address student strengths and weaknesses. Special Education teachers will guide students on how to utilize a student growth tracker throughout their year to identify their own strengths and weaknesses.</p> <p>Strategy's Expected Result/Impact: To increase STAAR scores and higher order thinking in our Special Education Students.</p> <p>Staff Responsible for Monitoring: Special Education Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional development will be provided for all Special Education and General education teachers on the Co-teach Model and Effective IEP implementation.</p> <p>Strategy's Expected Result/Impact: To increase STAAR scores and higher order thinking in our Special Education Students.</p> <p>Staff Responsible for Monitoring: SPED Team Lead Administration</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 2: Academic Achievement: By June 2025, students identified as Economic Disadvantaged, EB and/or Special Education will increase percent score by 5% compared to the 2024 Math and Reading STAAR assessments.

Performance Objective 3: Emergent Bilingual students will increase 5% from 2024 Math and Reading STAAR. RMS will provide additional support to newcomers and those students who are scoring Advanced on TELPAS.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Coaches will provide teacher support focusing on creating questions to elicit student discourse and reviewing questioning strategies at weekly PLC meetings. Pre-planned questions and sentence stems will align with the lesson or and student language needs will be included and monitored in teacher lesson plans.</p> <p>Strategy's Expected Result/Impact: Increase composite TELPAS scores in the areas of speaking, listening, and writing</p> <p>Staff Responsible for Monitoring: EB Coach Instructional Coach Content Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Targeted students who were Advanced in 2023- 2024 on TELPAS Speaking will utilize Summit K-12 to increase their speaking proficiency.</p> <p>Strategy's Expected Result/Impact: Current STAAR data TEA Current STAAR Performance Data Table</p> <p>Staff Responsible for Monitoring: EB Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
			





Goal 3: Family and Community Involvement: By May of 2025, Roberts MS will provide opportunities for community, parents, and students to engage in meaningful campus activities designed to strengthen relationships between parents, students, and staff.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Establish parent involvement nights including but not limited to Dingers with Dads, Masterpieces with Moms, Sneaker Ball Spring Dance, Monthly Spirit Nights, Orientation, Academic Night, NEHS Induction, Veteran's Day, Grandparent's Day, Book Fair, Winter Wonderland Dance, Silver and Purple Open House Nights, Fine Arts Performances, Counselor Course Selection Night, Career Day</p> <p>Strategy's Expected Result/Impact: Increased parental involvement</p> <p>Staff Responsible for Monitoring: Staff Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Establish joint Roberts and Leaman PTO to increase volunteer opportunities for parents to be involved during the school day (library, front office, Watch D.O.G.S., workroom, department volunteers)</p> <p>Strategy's Expected Result/Impact: Visibility and Support</p> <p>Staff Responsible for Monitoring: Office staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Roberts will send out a weekly SMORE newsletter and share social media posts promoting campus events, information, volunteer opportunities/recognitions, and positive celebrations.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Discipline Achievement: By May of 2025, Roberts MS will decrease overall disciplinary referrals by 5% based on our total population of enrollment.

Performance Objective 1: Roberts MS will decrease Physical Confrontation and Abusive Language referrals by 5% based on our total population of enrollment.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Counselors will implement Character Counts lessons as part of the Innovative School Day plan with focuses on physical confrontation and language trends.</p> <p>Staff Responsible for Monitoring: Counselors Administration</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Counselors will pull focus groups during Charger Win based on behavior and social trends.</p> <p>Staff Responsible for Monitoring: Counselors Administration</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: PBIS will be implemented as a campus. Students will earn PBIS points for showing positive behavior during the school day. PBIS goals will be focused on current discipline trends.</p> <p>Staff Responsible for Monitoring: PBIS Committee Administration Counselors</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will actively monitor the hallways based on a by passing period duty spot schedule based on conference periods and innovative school day planning days.</p> <p>Staff Responsible for Monitoring: Administration Team Leaders</p>	Formative		
	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Site-Based Decision Making Committee

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

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Extra Duty Pay		\$5,405.00
2	1	7	RTI Scheduler		\$4,000.00
Sub-Total					\$9,405.00
Budgeted Fund Source Amount					\$9,405.00
+/- Difference					\$0.00
Grand Total Budgeted					\$9,405.00
Grand Total Spent					\$9,405.00
+/- Difference					\$0.00