

Spring Independent School District
Roberson Middle School
2018-2019 Campus Improvement Plan



Mission Statement

The educators of Dr. Edward Roberson Middle School will establish a learning environment that features authentic and engaging activities in the areas of Math, Science, and the Fine Arts that will stimulate the students' curiosity and impel them to work diligently.

(NOTE: We should include in this items regarding our Magnet status such as STEAM, the communities perhaps)

Vision

The Dr. Edward Roberson Middle School will produce well-educated, well-rounded, culturally-sensitive and socially-conscious individuals, and cultivate their creative and innovative ability so they can flourish and become the leaders of tomorrow.

(NOTE: Too many conjunctions "and" - may need to revise)

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Roberson Middle school was founded in 2009 as SISD's Middle School of Choice. It serves as a 6th-8th grade Title 1 campus located in Spring ISD in Spring, Texas. Spring, Texas is located about 20 miles north of downtown Houston and part of the Houston metropolitan area. Roberson has a rapidly growing African American and Hispanic population.

Students: 903 Enrollment (Enrollment is declining due to new building and program transitioning. The capacity will be 800.

Lunch Meal Program-Free and Reduced Lunch percentage is 74% for 2017-2018 school year. We qualify for Title I program services.

The following number comparisons and updates will be made after the official Texas Academic Performance Report is released:

97% attendance rate, , 18% Gifted and Talented, 21% English Language Learners, 7% Special Education, 78% Economically Disadvantage.

Overall Attendance Rate 97% (Goal of 98%)

Demographic by Gender: 46.18 Male vs. 53.82 Female Ethnicity: 33% AA; 7% White; 4% Asian 55% Latino; Home Language 42% Spanish Speaking; 54% English Speaking

2017-2018 Student Program detail Breakdown LEP-189 students; 44 Sped (31 for 2018-2019); 41 GT;

Demographics Strengths

Roberson Middle is SISD's only middle school of choice offering STEAM (Science Technology Engineering Arts and Math) as our program focus areas. We use an application process along with a random lottery to gain acceptance from students zoned to all elementary schools in Spring. RMS has Several High School Credit Offerings , College and Career Ready Pathways for At-Risk and Low Econ. Dis. Students . Due to the lottery and application process, a strength of RMS is the stable mobility rate and enrollment of approximately 1050 students for several years due to the lottery selection process.

As of 2017-2018, we implemented a Three-phase Selection application process, which in turn supports our transition to a magnet academy targeting our district's Gifted and Talented students. Roberson Middle School target's students with class offerings tied to Performing Arts, STEM Engineering; Law Enforcement; and Agricultural Environmental studies.

The 3 phase process includes Phase I Records review: Overall grades, STAAR scores, attendance, and discipline for each applicant. Phase 2 In person interview and audition; Phase 3 random lottery for students who qualify for previous phases.

A strength of our new application requirements is that it does allow us a campus to target our instructional programs in order to grown our learning environment that will feature authentic and engaging activities, stimulate students' curiosity and motivate them to work diligently. We are able to truly embed Rigor, Relevance, and Relationships into our curriculum to reach students who have like interests in the fields we offer.

This past 2017-2018 school year, we targeted specific initiatives related to stabilizing our demographics at RMS. We were able to see growth with our constant implementation of the following items:

- * Campus-wide Literacy Program (Drop Everything and Read along with Say Something Strategies embedded)
- * Continued Developed application process to promote a STEAM magnet school standard of excellence
- * Targeted programs and incentives led by our instructional leaders and counselors to address at-risk behavior students and overall attendance
- * More diverse staff male and minority teachers and instructional leaders.

Problem Statements Identifying Demographics Needs

Problem Statement 1: lack of mastery or met standard for special education students **Root Cause:** not enough proficiently professionally developed teachers in the area of differentiated instruction

Problem Statement 2: fewer instructional strategies to address high ESL and Gifted and Talented Special Population **Root Cause:** not enough proficiently professionally developed teachers at RMS

Student Academic Achievement

Student Academic Achievement Summary

Due to our data driven instructional practices, our on-going RMS Stop Light data analysis process, our built-in interventions, and our campus planning protocols (RMS 4Cs2S Strategies) which concentrate on Collaboration, Unique Call on Strategies, Checks for Understanding, and Critical Thinking Questions and Activities, Strategies to strengthen strong students, and strategies to support struggling students, we were able to yield the following results for our current demographic of students (6th Grade New Magnet Status students; 7th Grade Non Magnet status students-random lottery; 8th grade Non magnet status students-random lottery):

Reading Results:

6th Grade-87% Approaches; 55% Meets; 24% Masters

7th Grade-78% Approaches; 48% Meets; 18% Masters

8th Grade -86% Approaches; 39% Meets; 13% Masters; English I 100% Approaches; 98% Meets; 16% Masters

Writing Results:

7th Grade-68percentage Approaches; 38% Meets; 6%

Masters Math Results:

6th Grade-86% Approaches; 48% Meets; 18% Masters

7th Grade-78% Approaches; 38% Meets; 13% Masters

8th Grade- 89% approaches; 48% Meets; 13% Masters; Algebra I 100% Approaches; 93% Meets; 64% Masters

Science

80% Approaches; 53% Meets; 26% Masters

Social Studies

52% Approaches; 19% Meets; 9% Approaches

Student Academic Achievement Strengths

Roberson Middle has shown evidence of moderate instructional growth for individual teachers this year. We have zoomed in closely on the Implementation of Data-Driven Analysis systems to drive instruction, which in turn yielded gains in all areas with the exception of Social Studies which was resulted in low accountability district/state wide.

Roberson experienced the following as it relates to student achievement strengths:

Reading Comparison Analysis:

Sixth Grade-19% Approaches gain; 21% Meets gain; 7% Masters

gain 7th Grade-8% Approaches gain; 16% Meets gain; 13% Masters

gain 8th Grade-16% Approaches gain; 5% Meets gain; 3% Masters

gain Math Comparison

6th Grade 9% gain Approaches; 13% Meets gain; 6% Masters gain

7th Grade 14% Approaches gain; 10% Meets gain; 1% Masters gain

8th Grade 6% Approaches gain; 8% Meets gain; 7% Masters gain

Writing Comparison

8% Approaches gain; 12% Meets gain

Science Comparison

3 % Approaches gain; 4% Meets gain

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: need capturing more students within the Response to intervention process at RMS **Root Cause:** not enough proficiently developed teachers in efficient and effective progress monitoring strategies and techniques (i.e. daily tracking and checks for understanding).

Problem Statement 2: need for increase in Writing mastery **Root Cause:** not enough proficiently professionally developed teachers in the area of writing and lack of sound curriculum to guide instruction and teacher capacity

Problem Statement 3: need for more accelerated growth in the 8th Grade Social Studies data. **Root Cause:** teachers need to be trained on how to deliver sound, rigorous instruction related to the standards rather than covering standards

School Processes & Programs

School Processes & Programs Summary

Roberson implemented programs and processes to ensure safety and security within our building. These processes included:

1. Breakfast to Go
2. Silent Code Staff Dismissal
3. Change Agent Safety Society (Generals for campus, Sergeants for Classroom Lead, Specialists for Classroom roles) with incentives to promote meaningful work from students, and attendance.
4. Safety Tardy Stations with scanners
5. Roti Counselors Guidance Lessons and Social Skills Field Experiences
6. 15 minute Rule

Additionally, Roberson implemented the following instructional programs and processes to ensure student achievement success:

1. Daily double block core instruction for all
2. Blocked grade level/departments cohort same period conference planning
3. Blocked grade level House Teams and PLCs
4. Content specific scheduling for co teach sections and department planning-
5. RMS Room Ready: Visual representation, Objectives posted, Language objective posted, Lesson Plan posted outside or just inside door.
6. RMS Comprehensive Intervention Plan-During the day intervention block (Razor-sharp) for small group instruction and literacy across the campus (D.E.A.R). LEP; Razorback Reserves-targeted pull outs for ESL and Special Education students; During the Day Project-Based Learning Enrichment for GT students in Open Sessions of Razor-sharp (Think Through Math and Achieve 3000; PBL Odyssey Nights (NEW); Rising STAAR targeted interventions after school Oct-April.
7. RMS Comprehensive Initial Instruction Plan-Rigor Relevance and Relationships quadrant; Conceptual Introductions within lessons (TWARP); RMS Gradual Release model with Do Now Non-Negotiables; RMS Planning Protocols (4C2Cs);
8. RMS Progress Monitoring and Data Analysis-Step Binder (504, Sped,LEP, Roti) sections, evidence labels, and all student data for content; RMS Stop Lighting
9. On site campus lead professional development (SIOP training for LEP instruction)-

School Processes & Programs Strengths

Roberson has sound practices and processes that lend to student success. We implement the following to ensure safety and security within our school community and building:

*Breakfast to Go in which students arrive on transportation (28 buses) in a staggered arrival process, entered the building while being monitored to enter the breakfast line. Students are expected to grab a light, free breakfast, and report immediately to their designated first period class. All teachers arrive to school with the expectation that the first 30 minutes of their work day is dedicated to a morning safety duty. Teachers are expected to be present and visible at their doors to receive students. This year, teachers will receive specific Teach Like a Champion Threshold professional development to enhance student arriving and build and more positive sustainable culture. The minutes prior to the instructional day are carried out in the classrooms while students are able to eat breakfast quickly, de-escalate problems and concerns within an cohort of students rather than an entire grade level within a holding area, and dispose of food just before preparing for their instructional day. Campus leaders as well as teachers that are not scheduled for a first period class are expected to monitor hallways and ensure overall safety of the building during breakfast to go.

*Silent Code Staff Dismissal-During the 2016-2017 school year, we implemented a Silent Code Safety Bus dismissal system. We built in an additional transition period (5 minutes) at the end of our instructional day for the purpose of dismissing the entire building to designated bus location rooms. Each bus route assigned to RMS was aligned with a classroom as well as RMS staff members. At the end of the day, the expectation was set, communicated, and modeled, that all students and staff would report to their designated bus route room once the transition bell rings each day. Consequences were embedded within this process to ensure that all student followed the expectation of arriving to bus locations on time. Designated bus route captains were stationed in each hallway /area of the building and were trained to use the walkie-talkie system of notification for bus line up. The lead bus duty administrator is responsible for noting the bus line up each day, and calling for the bus duty captains to silently notify the bus route staff members and students of their particular order. Once they were notified on the walkie-talkie, the classrooms were notified to escort their classroom/bus route of students to the ramp in an orderly fashion. Students were placed on the buses by the faculty members. This process ensures accountability and safety for all RMS stakeholders.

All car riders and walkers are scheduled to report to the cafeteria for dismissal with additional staff member and administrators. These students are escorted out the front of the building in an orderly fashion simultaneously.

* Safety Tardy Stations with scanners- each grade level hallway implemented a tardy station system to track and monitor students arriving to class late. Students were to wait in line and given a sticker to proceed to class. Tardies are tracked in a raptor system to then be reviewed and monitored by assistant principals for consequences and determent.

5. Roti Counselors Guidance Lessons and Social Skills Field Experiences

The instructional and curricular processes and programs strengths that we targeted were:

All students at RMS received core content instruction every day and received instruction in STEAM academy classless every other day. All core content teachers were scheduled to have a common professional learning community block of time with their content area on alternating days of each week. The opposite common block of time was designated so that teachers could meet interdisciplinary as a professional learning community for the purpose of response to intervention student tracking and monitoring. Likewise, special education and sheltered instruction teachers were purposefully scheduled to teach a specific content area for the purpose of building teacher capacity within our special education department of teachers. These teachers were also scheduled to attend their content specific professional learning community meeting within all grade levels. They also attended response to intervention meetings as a

department.

Roberson strengthened our during the day intervention block (Razor-sharp) for small group instruction and literacy across the campus (D.E.A.R).-Each grade level STAAR tested teacher was designated to teach targeted students who were just below passing for specific content areas during this instructional block. The groups rotated throughout the year based on data yielding specific student needs. Non STAAR teachers were designated to implement our campus wide Drop Everything and Read with a twist program. With the direction and coaching of myself, our campus literacy coach created a yearly calendar and scope and sequence for reading the designated campus-wide grade level novel which in turn had embedded Say Something Sheltered Instruction strategy lessons for all students. With this program we expected students and staff to implement strategies that forced students to ask questions, make assumptions, connect ideas, clarify information and think critically while responding to text. Our goal this year is to enhance and improve this program by holding all students and teachers accountable with data tracking and monitoring to ensure the effectiveness. We also want to embed more within the DEAR program at RMS.

RMS also implemented additional response to intervention processes such as our during the day targeted instruction (Academic Enrichment) using Think Through Math and Achieve 3000 (100 6th gr, 60 7th gr, & all 8th grade.), and our continued Rising STAAR targeted interventions after school during the months of Oct-April.

Although we focused heavily on response to intervention, building capacity with our teachers and their ability to plan and deliver sound instruction has been a focal point for RMS. For the last two years, we have put in place our RMS 4C2S Planning Protocols. Within each lesson, our teachers are expected to additionally layer initial instruction in a way that allows them to use effective Call on and Tracking procedures, Cooperatively group students for effective interaction, implement critical thinking questioning throughout the lesson, and consistently check for understanding throughout and at the end of each lesson to ensure mastery of the objective for the day. Likewise, teachers are expected to build in strategies to strengthen struggling learners (scaffolding and differentiation), and also build in strategies to stretch strong learners pushing them past passing standards to the mastery level.

RMS implemented our Step and Data Binder (504, Sped,LEP, Roti) sections, evidence labels, and all student data for content and created administrative checkpoints for all teachers monitoring our special population of students.

RMS implemented our three Step Data Digging Process to help build teacher capacity and drive instruction and planning. During our designated PLC meetings we began the process of having teachers begin to understand looking at data to tell a story. They began this process by first implementing the I notice, I wonder, and I'm exploring strategy as it related to any set of data. During a separate meeting, teachers were trained on how to disaggregate their own teacher data by looking at all sub groups for their classes, determine any achievement gaps among sub groups, collaborate on strategies, resources, and support that would help address achievement gaps (i.e.LEP students), review strand data for the assessment: which reporting category was the lowest and what Ses are in this category, discuss how they could re-teach this skill, identify the strongest and weakest reporting categories, and complete an item analysis over three areas. Overall, all teachers were trained on how to look at student by student data and group them according to our Stop Light Process. This process had students identify students who were consistent at approaching and mastery of standards as green, identify students who were just below this area as yellow, and identify students who we were closing the gap on as red. Based on this stop light prediction and identification, teachers were consistently able to accurately plan and address the needs of their students through instruction. The process held teachers accountable and kept them focused on data driven practices to push students to the next level of their stop lights. This process is why we were able to see the individual gains and 13% increase in Math as a campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: increase student and staff attendance

Problem Statement 2: need for sound culture and restorative practices for diverse population

Problem Statement 3: need for tracking and monitoring student performance daily, weekly, and during other intervals

Perceptions

Perceptions Summary

We prepare students for life-long learning at RMS. Through our unique course offerings, we establish a learning environment that features authentic and engaging activities in the areas of Math, Science, and the Fine Arts that stimulate the students' curiosity and impel them to work diligently. We produce well-educated, well-rounded, culturally sensitive and socially conscious individuals, and cultivate their creative and innovative ability so they can flourish and become the leaders of tomorrow.

Our RMS Creeds for Learning are that we:

Work to increased instructional rigor, relevance, and relationships by customizing our instruction to our unique student demographic through our non-traditional course offerings

We embed project-based, problem-based, and inquiry-based lesson design within our disciplines

We support real world, real-life learning experiences through on-site field experiences and academic competition at the district, regional, state, national, and international level.

We closely monitor our school, strengths, and effectiveness through deep dive, on-going analysis and real-time adjustments.

Our Creeds for Life are

We promote a "RMS Remarkable DNA (Definitely Not Average) growth mind-set to cultivate a strong culture for our scholars to thrive in.

We practice an "all-in, all hands on deck" motto in relation to doing whatever it takes to yield student achievement and success.

We provide a "no ownership professional learning community" in which we share learning experiences, learning space, and resources in order to drive success.

Perceptions Strengths

Based on our School Quality Survey, our data reflects the highest ranking areas:

81-89% of our parents feel that school-based administrators (principals and assistant principals) are courteous when I have a concern. Families are encouraged to attend school-sponsored activities, such as Back-to-School Night. Staff members and families treat each other with respect. This school's learning standards and expectations are clearly explained to students. Teachers set high expectations for all students.

74-83% of our students feel that There is a teacher, counselor or other staff member to whom a student can go for help with a school problem. All school staff members are aware of the safety and security procedures. Bullying is not tolerated. Teachers set high expectations for all students, and families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: lack of rigor and relevance built into our daily lessons **Root Cause:** not enough proficiently professionally developed teachers at RMS in the area of Rigor, Relevance, and Relationship based instruction.

Problem Statement 2: lack of relevance and relationship value built into individual teacher's classroom culture **Root Cause:** not enough proficiently professionally developed teachers in the area of restorative practices



Goals

Revised/Approved: August 25, 2015

Goal 1: Reach every student.

Performance Objective 1: By the end of the 2018-2019 school year, at least 80% of ELL scholars will increase at least one level as evidenced by their TELPAS reading performance

Evaluation Data Source(s) 1: Campus CFA Check points, District benchmarks, campus progress monitoring tools (STEP Binder), 2019 STAAR test.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) We will provide a LEP strategy of the week to ensure teachers are continually provided with strategies to use for ELL student instruction across the campus. STRATEGY FUNDING: Diverse Learner Flip Book for all RMSTeachers as instructional resource (\$1380-Title Fund)</p>		Administrators LEP Coordinator, Leadership Team, Teachers, Student Support Specialist	<p>Expected result will be that all teachers are observed through our Google Walkthrough tool using one of the four methods of PLCs to build teacher capacity with strong instruction. All leadership members and support staff will attend meetings and provide valuable feedback.</p> <p>Expected Impact is that we will see the gap close with our Sped, LEP, and Roti students which will push us from 38-41 in index 3.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) We will continue to use our campus literacy coach to develop ESL certified teachers on how to gradually make the learning and acquisition more rigorous (4 or more stimuli for students) from grade level to grade level.</p>	2.4, 2.5, 2.6	Administrators Teachers LEP Coordinator SSS IS Department Leaders Administrators Teachers LEP Coordinator SSS IS Department Leaders	<p>Implementation will begin with all staff being trained and/or re-certified with T-TESS domain standards, and all leadership team members trained on the use of the RMS Googlewalk sections and campus expectations.</p> <p>The expected results are that we will see an increase in domain/dimension ratings in the areas of planning and delivery of instruction with all teachers due to meaningful feedback and activates from leaders. This will result in increase in STAAR and TELPAS ratings</p>				

= Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 1: Reach every student.

Performance Objective 2: By the end of the 2018-2019 school year the performance levels with current 6th grade students will increase by and result as follows:







6th Grade	Math	Reading		
	From 98% to 100% Approaches From 81% to 90 % Meets From 46% to 55% Masters	From 91% to 95 % Approaches From 76% to 85% Meets From 43 % to 55% Masters		
7th Grade	Math	Reading	Writing	
	From 86% to 95% Approaches From 48% to 58 % Meets From 18% to 28% Masters	From 87 % to 95% Approaches From 55% to 65% Meets From 24% to 34% Masters	From 68% to 80% Approaches From 38% to 50 % Meets From 6% to 25% Masters	
8th Grade	Math	Reading	Science	Social Studies
	From 78% to 88 % Approaches From 38% to 48% Meets From 13% to 23% Masters	From 78% to 88% Approaches From 48% to 58% Meets From 18% to 28% Masters	From 80% to 85% Approaches From 53 % to 60 % Meets From 26% to 35% Masters	From 52% to 72% Approaches From 19% to 25 % Meets From 9% to 15% Masters
Overall Departmental Goals	Math Goal 94%	Reading Goal 93%	Writing Goal 80%	Social Studies Goal 72%
			Science Goal 85%	
Campus Goal	85%			

Evaluation Data Source(s) 2: Campus CFA Check points, District benchmarks, campus progress monitoring tools (STEP Binder), 2019 STAAR test.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) We will use academic enrichment classes built in schedules (Razor-sharp Intervention-Enrichment Block). STRATEGY FUNDING: Renewed subscription to Dimension U Math & Literacy on-line program that creates engaging and interactive multiplayer video games that focus on core mathematics and literacy skills aligned with our TEKS for students in grades 3 through 9, (including Algebra I & II). Campus resource- (\$4000-SCE Materials)</p> <p>Reading Express for Razor-sharp Intervention targeted Literacy Students-District Resource (0.00)</p>	2.4, 2.5, 2.6, 3.2	<p>Administrators LEP Coordinator</p> <p>Counselors Administrators Enrichment Teachers</p> <p>Leadership Team</p> <p>All Teachers Administrators</p> <p>SSS Teachers Administrators</p>	<p>Expected result will be that all teachers are observed through our Google Walkthrough tool using one of the four methods of PLCs to build teacher capacity with strong instruction. All leadership members and support staff will attend meetings and provide valuable feedback.</p> <p>Expected Impact is that we will see the gap close with our Sped, LEP, and Roti students.</p>				
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) We will continue to pay our core teachers to continue to host strategic afterschool and extended week intervention sessions (Rising STAAR Interventions) for target students in Math, Reading, Science, and Social Studies) identified using our RMS Stop Light Focus Data Analysis strategy & tracking protocols.</p> <p>STRATEGY FUNDING: *Teachers will implement resources from Sirius Education Solutions-Campus resource (\$5000-Title) Achieve 3000-District Resource (\$0.00) *Supplemental Pay for Teachers-Campus resource (\$16,000-SCE Salary-Supplemental Pay Fund) *Supplemental Pay for Teachers-Campus resource (\$6,000 Title Salary-Supplemental Pay Fund) *After School Extended Day and Week Transportation 5 Days each week from Oct-May)-Campus resource (\$12,000 SCE Transportation; Title Transportation \$13,500) *After School Extended Day and Week supplies for students-Campus resource (\$3,000-SCE Supplies)</p>	2.4, 2.5, 2.6, 3.2	<p>LEP Coordinator</p> <p>Counselors Administrators Enrichment Teachers</p> <p>Leadership Team</p> <p>All Teachers Administrators</p> <p>SSS Teachers Administrators</p>	<p>Expected result will be that all teachers will be observed using our PLC Google Evidence form and our leaders continue to use RMS Google Walkthrough form to reflect on important elements which will lead them to intentional groupings on their own and allow leaders to give critical feedback to teachers quickly.</p> <p>Expected Impact is that we build teacher capacity by having teachers learn the process of targeted grouping and will see the gap close with our Sped, LEP, and Roti students.</p>				

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Teachers will continue to use RMS Teacher Step binder which includes progress monitoring expectations/protocols for Sped, LEP, Roti, and 504 students at RMS. Administrators will continue to use A-Step binder to track student growth of spec. populations.</p>	<p>2.4, 2.5, 2.6, 3.2</p>	<p>Leadership Team, Teachers, Administrative Appraisers, Literacy and Math coach.</p>	<p>Expected Impact is that we build teacher capacity by having teachers learn the process of targeted grouping and will see the gap close with our Sped, LEP, and Roti students</p>				
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) We will continue to use our Math and Literacy Coach: The coach helps to improve the delivery of the state standards and ensure the district instructional framework is delivered with efficacy. The coach will support classroom teachers, instructional specialists, and campus administration to strengthen instruction and increase student learning. The coach will be directed by data and provide coaching on the instructional frames as supported by instructional rounds.</p> <p>STRATEGY FUNDING: Math Coach-District Resource (\$64,500 SCE-Salary) Literacy Coach-District Resource (\$64,500 Title Salary)</p>		<p>Principal and SLO</p>	<p>Expected Impact is that we build teacher capacity by having teachers learn the process of targeted grouping and will see the gap close with our Sped, LEP, and Roti students</p>				

<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) We will continue to use our ELA Interventionist and Math Interventionist to differentiate instruction and meet the needs of identified at-risk students in Math and ELAR.</p> <p>The Interventionists strive to positively impact classroom success by improving the delivery of the state standards and ensure the district instructional framework is delivered with efficacy. STRATEGY FUNDING: ELAR Interventionist-District Resource (\$64,5000-SCE Salary) Math Interventionist-District Resource (\$64,500 SCE-Salary)</p>	<p>2.4, 2.6</p>	<p>Principal and Assistant Principal Appraisers</p>	<p>Expected result will be that all teachers will be observed using our PLC Google Evidence form and our leaders continue to use RMS Google Walkthrough form to reflect on important elements which will lead them to intentional groupings on their own and allow leaders to give critical feedback to teachers quickly.</p> <p>Expected Impact is that we build teacher capacity by having teachers learn the process of targeted grouping and will see the gap close with our Sped, LEP, and Roti students.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>6) We will purchase 1.5 additional teachers to decrease the classroom size and increase the quality of instruction within the History Classes-particularly targeting 8th grade US History.</p> <p>STRATEGY FUNDING: Additional 1.5 FTE (Social Studies)-Campus Resource (\$97,000-Title Salary)</p>	<p>2.4, 2.5, 2.6</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Excellence in every school

Performance Objective 1: RMS will ensure that the staff collaborates at least 40% of the instructional week to discuss, refine, and monitor school-wide reform strategies so that the school community, culture, and climate is safe, productive, and positive.

Evaluation Data Source(s) 1: Master Schedule, PLC sessions, Campus Professional development participation, campus meeting participation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6</p> <p>1) Collaborative Student Support Process (CSSP/Roti) will be used to screen, & monitor students at all levels of intervention using data-based decision-making.</p>	2.4, 2.6	<p>SSS IS Administrators School Leadership Teachers</p> <p>Administrators NIDQT /Data Steward Attendance & Discipline Clerks Teachers</p>	<p>Implementation is that our SSI will work with all leadership and teachers from the start of the school year.</p> <p>Expected Impact will be that the SSS will become familiar with the SISD and RMS Roti flow chart, meet with teachers, parents, and leaders regularly on targeted students in order to meet the needs of all. This will increase our instructional mastery for our Roti students allowing us to close the gap in Index 2 from 37-40 and Index 3 38-41.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) We will refine our Non Instructional Data Quality Team (NIDQT) processes for reconciling discipline, tardies & attendance by adding additional progress monitoring steps and staff using (Google Doc Tracking w/AP secretaries)</p>	2.4, 2.6	<p>Administrators NIDQT /Data Steward Attendance & Discipline Clerks Teachers</p>	<p>Implementation will include our newly developed grade level restorative team leads, the grade level administrators and assistant principals, the new ESL data clerk, and teachers.</p> <p>Expected impact is that we will see an increase of accountability with all stakeholders with quality, timely data input and output process which then will impact attendance growth and student achievement. This will result in increase in STAAR Index 2 student growth from 37-40 and closing the gap of specific sub pops Index 3 from 38-41</p>				

<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>3) Attendance/Discipline Error SCAN will be ran weekly to ensure errors are corrected in a timely, accurate manner.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administrators NIDQT /Data Steward Attendance & Discipline Clerks Teachers</p>	<p>Implementation will include our newly developed grade level restorative team leads, the grade level administrators and assistant principals, the new ESL data clerk, and teachers.</p> <p>Expected impact is that we will see an increase of accountability with all stakeholders with quality, timely data input and output process which then will impact attendance growth and student achievement.</p>				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Excellence in every school







Performance Objective 2: RMS will reinforce and monitor the campus- wide behavior management systems in order to decrease grade level discipline referrals of every level by at least 10%.

Evaluation Data Source(s) 2: MAP progress monitoring, STEP binder progress monitoring, 2018 STAAR results, SISD checkpoints and benchmarks. Master Schedule, PLC sessions, Campus Professional development participation, campus meeting participation.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) We will continue our Counseling Team Activities (Roti) supporting and promoting positive behavior strategies for students. *Counselors will conduct lessons and small group sessions on relevant student topics. These may include bullying, respect for authority, verbal aggression, sexual harassment, conflict resolution, and violence prevention.</p>	2.4, 2.5, 2.6	<p>Administrators School Leadership Teachers</p> <p>Administrators NIDQT /Data Steward Attendance & Discipline Clerks Teachers</p>	<p>Implementation will include our newly developed grade level restorative team leads, the grade level administrators and assistant principals, the new ESL data clerk, all campus leaders, and teachers.</p> <p>Expected impact is that we will see an increase of accountability with all stakeholders with student praise and positive performance. This will result in increase in STAAR Index 2 student growth from 37-40 and closing the gap of specific sub pops Index 3 from 38-41, and will decrease behavior referrals by 10% by each grade level.</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) We will continue to use and refine CHAMPS to hold staff accountable for strong student behavior management systems (missing assignments, homework procedures, make up work procedures, lesson instructions,</p>	2.4, 2.5, 2.6	<p>Leadership Teachers</p> <p>Administrators NIDQT /Data Steward Attendance & Discipline Clerks Teachers</p>	<p>Implementation will include our newly developed grade level restorative team leads, the grade level administrators and assistant principals, the new ESL data clerk, all campus leaders, and teachers.</p> <p>Expected impact is that we will see an increase of accountability with all stakeholders with student praise and positive performance. This will result in increase in STAAR Index 2 student growth from 37-40 and closing the gap of specific sub pops Index 3 from 38-41, and will decrease behavior referrals by 10% by each grade level.</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) We will continue to use and improve our Tardy Sweep Stations allowing student Safety Generals & para-professional captains to captures, track, and record tardies using raptor scanning system & Google share consequence monitoring.</p>	<p>2.4, 2.5, 2.6</p>	<p>Leadership Teachers</p> <p>Administrators NIDQT /Data Steward Attendance & Discipline Clerks Teachers</p> <p>Data Steward Attendance & Discipline Clerks</p>	<p>Implementation will include our newly developed grade level restorative team leads, the grade level administrators and assistant principals, the new ESL data clerk, all campus leaders, and teachers.</p> <p>Expected impact is that we will see an increase of accountability with all stakeholders with student praise and positive performance. This will result in increase in STAAR Index 2 student growth from 37-40 and closing the gap of specific sub pops Index 3 from 38-41, and will decrease behavior referrals by 10% by each grade level.</p>				
<p>Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) We will continue to use the RMS Staff Silent Bus Code Dismissal System to ensure a safe & orderly end-of-day system is in place.</p>	<p>2.5</p>	<p>Leadership Teachers</p> <p>Administrators NIDQT /Data Steward Attendance & Discipline Clerks Teachers</p> <p>Data Steward Attendance & Discipline Clerks</p>	<p>Implementation will include our newly developed grade level restorative team leads, the grade level administrators and assistant principals, all campus leaders, and teachers.</p> <p>Expected impact is that we will see an increase of accountability with all stakeholders with student praise and positive performance. This will result in increase in STAAR Index 2 student growth from 37-40 and closing the gap of specific sub pops Index 3 from 38-41, and will decrease behavior referrals that take place during dismissal by having all students in small designated rooms determined by bus routes. Students are released silently by team captains in random order and escorted by room captains to the bus ramp.</p>				
<p>Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) We will continue the use of Breakfast to Go to ensure a safe & orderly process is in place for the beginning of the school day.</p>	<p>2.5, 2.6</p>	<p>SSS IS Administrators School Leadership Teachers</p> <p>Administrators Attendance & Discipline Clerks Teachers</p>	<p>Implementation will include our newly developed grade level restorative team leads, the grade level administrators and assistant principals, all campus leaders, and teachers.</p> <p>Expected impact is that we will see an increase of accountability with all stakeholders with student praise and positive performance. This will result in increase in STAAR Index 2 student growth from 37-40 and closing the gap of specific sub pops Index 3 from 38-41, and will decrease behavior referrals that take place during morning arrival by having all students report to cafeteria in waves from buses to enter breakfast to go lines, and report directly to classrooms with first period teachers to be closely monitored while eating and learning.</p>				







<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>6) We will continue to implement our Restorative Discipline program using grade level leaders, teachers, and office staff to provide discipline tracking, beginning level intervention (conference and parent call) strategies and incentives (DNA Dollaz from Principal's Whoot Whoot Wagon) with students.</p>	<p>2.4, 2.5, 3.1</p>	<p>Administrators Teachers LEP Coordinator SSS IS Department Leaders Administrators Teachers LEP Coordinator SSS IS Department Leaders</p>	<p>Implementation will include our newly developed grade level restorative team leads, the grade level administrators and assistant principals, the new ESL data clerk, all campus leaders, and teachers.</p> <p>Expected impact is that we will see an increase of accountability with all stakeholders with student praise and positive performance. This will result in increase in STAAR Index 2 student growth from 37-40 and closing the gap of specific sub pops Index 3 from 38-41, will decrease behavior referrals by 10% by each grade level, and increase our school-to-parent communication frequency.</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>7) We will implement our Mind Restored Monday Circles during Razor-sharp to build relationships and relevance within the classroom.</p>	<p>2.6, 3.2</p>	<p>Administrators Teachers LEP Coordinator SSS IS Department Leaders Administrators Teachers LEP Coordinator SSS IS Department Leaders</p>	<p>Implementation will include our newly developed grade level restorative team leads, the grade level administrators and assistant principals, the new ESL data clerk, all campus leaders, and teachers.</p> <p>Expected impact is that we will see an increase of accountability with all stakeholders with student praise and positive performance.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: High Performance from every employee

Performance Objective 1: Implement a process requiring 100% of all core content teaching staff to be highly qualified and certified in ESL instruction within 2 years of hire date.

Evaluation Data Source(s) 1: Master Schedule, PLC sessions, Campus Professional development participation, campus meeting participation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) We will continue to monitor performance stages for all teachers (monitor bi-weekly) using T-TESS Google Form tracking system to progress monitor teacher effectiveness, growth, and team observations weekly.</p>	2.5, 2.6	Administrators Teachers LEP Coordinator SSS IS Department Leaders	<p>Implementation will begin with all staff being trained and/or re-certified with T-TESS domain standards, and all leadership team members trained on the use of the RMS Googlewalk sections and campus expectations.</p> <p>The expected results are that we will see an increase in domain/dimension ratings in the areas of planning and delivery of instruction with all teachers due to meaningful feedback and activates from leaders. This will result in increase in STAAR results.</p>				
<p>PBMAS Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) We will implement a six weeks principal Goal setting/progress monitoring conference with all non-certified ESL teachers teaching ELAR</p>	2.4, 2.5, 2.6	Principal Administrator Appraiser	<p>Implementation will begin with all staff being trained and/or re-certified with T-TESS domain standards, and all leadership team members trained on the use of the RMS Googlewalk sections and campus expectations.</p> <p>The expected results are that we will see an increase in domain/dimension ratings in the areas of planning and delivery of instruction with all teachers due to meaningful feedback and activates from leaders. This will result in increase in STAAR results. We will also gain stronger insight on testing progress as it relates to each individual employee and the ESL certification .</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 3: High Performance from every employee

Performance Objective 2: RMS will ensure that all of teachers use all current SpringWay Systems, Routines, and Structures as well as all RMS Campus instructional delivery, progress monitoring, and data disaggregating protocols to increase student performance 100% of the time.

Evaluation Data Source(s) 2: MAP progress monitoring, STEP binder progress monitoring, 2018 STAAR results, SISD checkpoints and benchmarks. Master Schedule, PLC sessions, Campus Professional development participation, campus meeting participation.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Continue to implement the SpringWay Systems, Routines, and Structures: threshold, board configurations, CHAMPS, anchor charts used for instruction, and TLAC strategies. We will also continue to use these Springway systems above to implement and monitor all classrooms for the campus RMS Room Ready status.</p>	2.4, 2.6	Administrator's department chairs, and Roti leaders.	Expected impact is that we will see an increase of accountability and awareness with all stakeholders with quality instruction which then will impact attendance growth and student achievement.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) We will Implement the 6 Steps to Effective coaching and feedback as an administrative team including our Math and Literacy coach in an effort to increase teacher capacity.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals Math Coach Literacy Coach	Expected impact is that we will see an increase of accountability and awareness with all stakeholders with quality instruction, which then will impact attendance growth and student achievement.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Continue to implement and use the RMS STEP binder progress monitoring tool for all teachers. The binder includes a checklist outlining data and information to monitor on all of LEP, Sped, and Rti students at RMS.</p>	2.4, 2.5, 2.6	Principals, Assistant Principals, Department Chairs, Roti leaders	Expected impact is that we will see an increase of accountability and awareness with all stakeholders with quality instruction which then will impact attendance growth and student achievement.				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>4) Implement and monitor the effective use of the gradual release lesson plan with RMS instructional delivery protocols outlined in green (must be implemented daily) and yellow (must be implemented as apart of the appropriate stage of the lesson flow. Daily requirements for RMS lesson flow includes the Do Now, I do with Cornell notes, Checks for understanding, and exit ticket.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, Department Chairs, Roti leaders, Coaches, and SSS	Expected impact is that we will see an increase of accountability and awareness with all stakeholders with quality instruction which then will impact attendance growth and student achievement.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>5) Implement and monitor the effective use of the ICLE Rigor, Relevance, and Relationships framework in all core content classes (year 1 RMS focus relevance within the instruction and the RRR quadrant.)</p>	2.4, 2.5	Principal, Assistant Principal, Department Chairs, Roti leaders, Coaches, SSS, and ILCE consultant/professional developer	Expected impact is that we will see an increase of accountability and awareness with all stakeholders with quality instruction which then will impact attendance growth and student achievement.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 4: Engaged stakeholders in every community

Performance Objective 1: Roberson Middle School will increase the percentage of parent participation by 10% for all campus programs/events/meetings.

Evaluation Data Source(s) 1: Master Schedule, PLC sessions, Campus Professional development participation, parent event sign-in sheets/commitments, district surveys, elevate data, and campus designed surveys.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p> <p>1) As a leadership team we will ensure that teachers make regular homework connections for scholars that require students to discuss instruction with their parents/families. The six weeks connections will be updated on the teacher's websites and/or our campus-wide agenda booklet system.</p>	2.4, 2.5, 2.6	Administrators Instructional Specialists Teachers/Counselors/Staff Title I Parent Liaison	<p>Implementation will begin with all teaches being trained starting in early September with our instructional technology leader on how to use digital document camera clips, educational social media sites, and additional technology tools to support parents with instruction at home.</p> <p>The expected result will be that we see a 10% increase per grade level with parental involvement in all instructional meetings and events at the campus which will in turn will result in increase in STAAR Index 2 student growth from 37-40 and closing the gap of specific sub pops Index 3 from 38-41,</p>				







<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) We will utilize a campus parental liaison to communicate regularly to parents and offer workshops to inform families of the high expectations and instructional standards and provide ways for families to support the expectations and learning at home as well and support a Safe School Environment:</p> <p>STRATEGY FUNDING: Parent Liaison-Campus Resource-(\$2000 Title Parental Involvement Supplemental Salary)</p> <p>Watchdogs Parental Engagement Curriculum Kit and supplemental resources for parents to engage with fidelity-Campus Resource (\$1,200 Title Parental Involvement Supplies/Materials.)</p>	<p>2.4, 2.6, 3.1</p>	<p>Administrators Instructional Specialists Teachers/Counselors/Staff Title I Parent Liaison</p>	<p>Implementation will begin in late August with our Parent liaison and RMS stakeholders communicating weekly to all parents.</p> <p>Expected result is that we will have communication from campus leaders bi-weekly allowing us to see a 10% increase per grade level with parental involvement in all instructional meetings and events at the campus which will in turn will result in increase in STAAR Index 2 student growth from 37-40 and closing the gap of specific sub pops Index 3 from 38-41,</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Implement our Remarkable DNA Days Six weeks projects where Students will be involved in a six weeks culminating project-based learning demonstration within the 4 RMS communities: Law Enforcement, Performing Arts, Environmental Agriculture, and STEM-Engineering. The project will have cycles for a complete six weeks with the last 2 weeks identified as demonstration days for scholars to orally demonstrate and present the projects during the instructional day.</p> <p>STRATEGY FUNDING: Prufrock Express: Gifted and Talented Resources and Materials which includes Performance-Based STEAM Projects for Grades 6-8 providing ready-made projects designed to help students achieve higher levels of thinking and develop 21st-century skills and cross curricular connections Campus Resource-(\$11,500 Title-Instructional Materials Fund)</p>	<p>2.4, 2.5, 2.6, 3.1, 3.2</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Engaged stakeholders in every community

Performance Objective 2: Roberson Middle School will increase overall ADA/attendance percentage from 97% to 99% overall.

Evaluation Data Source(s) 2: Master Schedule, PLC sessions, Campus professional development participation, parent night sign-in sheets and attendance matters contracts, campus and district surveys.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) We will build student leadership opportunities by having at risk students launch and manage our Academic Attendance Matters campaign. Improved attendance directly impact improved academics</p>	2.4, 2.5, 2.6, 3.1	Student Council Sponsor Principal Student Council members Assistant principals counselors Campus ADA clerk	Implementation will begin with all staff, student, and parents being notified of the challenge in early November. The expected result will be that we see a 2% increase per grade level with parental involvement in all instructional meetings and events at the campus which will in turn will result in increase in STAAR domain student growth				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) Continue to enhance and support student achievement through creative curricular and extra-curricular challenges, contests, and programs: Science Olympiad, SECME, Art Contests, Essay Contest, English and Spanish Bees, Local PA contests and performances, Wrestling, Lacrosse, National FFA, Student Council, and NJHS organizations. and other opportunities..</p>	2.4, 2.5, 3.1	Student Council Sponsor Principal Student Council members Assistant principals counselors Campus ADA clerk Program sponsors	Increase student growth with attendance student domain growth.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Opportunities and choice for every family.

Performance Objective 1: RMS will increase the number of students who apply by 25% using the new application/entrance level standards for our magnet academy status.

Evaluation Data Source(s) 1: Elementary campus collaboration with Master Schedule, PLC sessions, Campus Professional development participation, and parent event sign-in sheets/commitments. Master Schedule, PLC sessions, Campus Professional development participation, parent event sign-in sheets/commitments, district surveys, elevate data, and campus designed surveys.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) The administrative team will work with district communication on designing videos, flyers, and presentations for marketing.</p>	2.5, 3.1	Principal, Assistant Principals, District Communication Team, Elementary Counselors, RMS Counselors	<p>Implementation will begin in late August with the RMS leadership team communicating the new vision and expectations with all SISD staff.</p> <p>Expected result is that we will have communication from campus leaders bi-weekly allowing us to see a 50% increase with application process involvement.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) The RMS counseling team will work to refine the marketing program flowchart, procedures, and partnerships to begin in October of each year.</p>	3.2	Principal, Assistant Principals, District Communication Team, Elementary Counselors, RMS counselors	<p>Implementation will begin in late August with the RMS leadership team communicating the new vision and expectations with all SISD staff.</p> <p>Expected result is that we will have communication from campus leaders bi-weekly allowing us to see a 50% increase with application process involvement.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) We will begin the selection process earlier by implementing parent meetings in November and the application window in December to allow more time for applicants to choose best programs.</p>	3.2	Principal, Assistant Principals, District Communication Team, Elementary Counselors, RMS counselors, RMS registrar.	<p>Implementation will begin in late August with the RMS leadership team communicating the new vision and expectations with all SISD staff.</p> <p>Expected result is that we will have communication from campus leaders bi-weekly, an increase in competition, and an increase in meetings and events relative to the new magnet program, new building design, and programs, allowing us to see a 50% increase with application process involvement.</p>				







 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 5: Opportunities and choice for every family.

Performance Objective 2: Through purposeful programming create and implement a stronger magnet program by having 100% of all GT identified students participate in at least 1 or more magnet academy community related projects each six weeks.

Evaluation Data Source(s) 2: Master Schedule, PLC sessions, Campus Professional development participation, parent event sign-in sheets/commitments, district surveys, elevate data, and campus designed surveys.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) We will establish school-business partnerships to provide 6th- 8th grade students mentoring, internships, experiential learning opportunities, UIL/non UIL STEAM academic competitions to transition them to high school college and career opportunities.</p>	2.4, 2.6	Principal, Assistant Principals, Teachers, Leadership Family, Counselors, Administrative Interns.	<p>Implementation will begin in late August with the RMS leadership team communicating the new vision and expectations with all SISD staff.</p> <p>Expected result is that we will have communication from campus leaders bi-weekly, an increase in competition, and an increase in meetings and events relative to the new magnet program, new building design, and programs, allowing us to see a 50% increase with application process involvement.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) We will use our Tie Tuesday Challenge to implement a grade level weekly Career Focus Day of the week to emphasize the success outcomes for college and career readiness.</p>		Principals, Assistant principals, teachers, leadership family, counselors, administrative interns.	<p>Implementation will begin in late August with the RMS leadership team communicating the new vision and expectations with all SISD staff.</p> <p>Expected result is that we will have communication from campus leaders bi-weekly, an increase in competition, and an increase in meetings and events relative to the new magnet program, new building design, and programs, allowing us to see a 50% increase with application process involvement.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	5	<p>We will continue to use our ELA Interventionist and Math Interventionist to differentiate instruction and meet the needs of identified at-risk students in Math and ELAR. The Interventionists strive to positively impact classroom success by improving the delivery of the state standards and ensure the district instructional framework is delivered with efficacy. STRATEGY FUNDING: ELAR Interventionist-District Resource (\$64,5000-SCE Salary) Math Interventionist-District Resource (\$64,500 SCE-Salary)</p>

Title I School wide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Tracey Walker-Daniels	Principal
Administrator	SAMSON MORENO	NON INSTRUCTIONAL
Classroom Teacher	Denise McDougall	Classroom Teacher
Classroom Teacher	LaQquanta Ogbonna	Classroom teacher
Campus Testing Coordinator	Candace Gilliam	Non Instructional
Classroom Teacher	Louis Miller	Classroom Teacher
Classroom Teacher	Dawson Ferguson	Special Education Teacher
Classroom Teacher	DeAngelo Briggs	Classroom Teacher
Classroom Teacher	Damion Presley	Social Studies Teacher
ESL Leader	Laurie Brittain	Special Population ESL Support
Business Representative	Meika Sherrer	Business Representative
Parent	Khristina Hogan	Parent
Community Representative	Howard Martin	Community Representative-Water board