Spring Independent School District

Roberson Middle School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: September 7, 2021
Public Presentation Date: September 2, 2021

Mission Statement

Dr. Edward Roberson Middle School mission is to collaborate with all campus stakeholders to establish a learning environment that features authentic, engaging activities that stimulate students' curiosity while building their capacity to master learning goals in all academic communities.

Vision

Dr. Edward Roberson Middle School vision is to prepare and motivate our students for a rapidly changing world by instilling in them, critical thinking skills, a global perspective, and a respect for core values that will shape them into being well educated, well rounded, culturally sensitive, as well as socially conscious individuals.   Our students will flourish, and become productive citizens and leaders of tomorrow.

Value Statement

Campus Core Values

- Resilient

We will be solution oriented, and work through any obstacles.

- Relentless

We will build our capacity for learning through trial and error to mastery

- Razor-sharp

We will use critical thinking.

- Remarkable

We will lead with integrity, and strive for excellence in all we do because we are remarkable, definitely not average.

District Core Values

- We base our decisions on what is best for our students.
- We strive for excellence in all we do.
- We build trust through integrity and lead by example.
- We communicate openly.
- We value diversity and treat everyone with dignity and respect.
- We win as a team.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dr. Edward Roberson Middle School is a Math, Science, and Fine Arts Academy in the Spring Independent School District.   The origin of the school began with answering the community call for an urgent need of opportunities and choice. Founded in 2009, Roberson began a strategic transformational design that serves students with unique instructional needs and interests atypical of a traditional classroom.

Dr. Edward Roberson Middle School is a leader of innovation driving the collaborative ownership model including key components of 21st-century skills balanced with grade-level expectations of the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) for English Learners (ELs). Students are skillfully introduced to small learning communities, project-based, problem-based, and performance-based instruction through programs designed to promote College and Career Readiness (CCR) in the areas of Science, Technology, Engineering, and Math (STEM), and the Arts. Educators implement high-quality instruction to scholars within the four pathway/community areas of Performing Arts, Stem Engineering, Law Enforcement, and Environmental Agriculture. Students take courses daily following the TEKS requirements for middle school. The courses include Science, Social Studies, Math, English Language Arts and Reading, two elective courses, and an intervention/enrichment block. Additionally, after-school intervention and co-curricular clubs/organizations are available to support students. One unique feature of the Roberson learner profile is every 8th-grade student leaves with 1.5 to 4.5 high school credits.

The 2018 State of Texas Assessments of Academic Readiness (STAAR) passing rates for Dr. Edward ROberson yielded the highest outcome measures in the history of SISD middle schools. Earning 5 out of 7 state distinction ratings for ELA/Reading, Science, Comparative Academic Growth, Comparative Closing the Gaps, and Postsecondary Readiness. To date, Roberson is proud of being named a 2019 Texas Gold Ribbon School for receiving an A (91%) report card rating as a Texas at-risk school with 75% or above scholars receiving free and/or reduced lunch and successively being named a 2020 *Education Transformation* School by Good Reason Houston, both non-profit Texas organizations. In August 2019, Roberson transitioned from one of the oldest school buildings in SISD to a new state-of-the-art facility designed specifically to drive the specialty programs and level of instructional rigor for scholars. Our most prestigious award was being named a 2020 National Blue Ribbon School for our excellence in closing the achievement gap. Through high-quality instruction and strong culture, Roberson academically, socially, physically, and culturally fosters students to leave Middle school and participate in some of the most elite programs in the district as well as colleges and universities.

At RMS we have a culture rooted in excellence, with rich programs. In 2020, Our SECME team placed 1st in Regionals for their mousetrap car and were invited to compete at Nationals that summer (canceled due to Covid). In 2019 RMS had SECME teams competing Nationally for Vex Robotics and Mousetrap. We placed 5th for Mousetrap. Our Science Olympiad team has won district and competed at the state level for the last 4 years.

In 2019-2020 several of our scholars placed 1st and 3rd in our District Science Fair Finals, moving on to the Regional competition.

We have several programs that come and volunteer their time and talents to empower our scholars. The men of the Alpha Phi Alpha fraternity come to our school one saturday a month to guide our young boys. The "Go-to-High-School, Go-to-College" program, established in 1922, concentrates on the importance of completing secondary and collegiate education as a road to advancement. Statistics prove the value of this extra impetus in making the difference in the success of young African-American men, given that school completion is the single best predictor of future economic success. Through the Go-to-High-School, Go-to-College educational initiative, young men receive information and learn strategies that facilitate success. Alpha men provide youth participants with excellent role models to emulate.

Roberson's student body demographically represents all 25 elementary schools in Spring ISD. The population is a diverse racial/ethnic body of 64% Hispanic, 22% Black, 6% Asian, 6% White, and 2% American Indian/Alaskan Native students. Additionally, Roberson is a Title I, at-risk campus with 76% of students receiving free and/or reduced lunch. Roberson serves a sub-population of 27% English Learners, 12% Special Education, and 31% identified Gifted and Talented students. Due to the three-year agreement policy, Roberson has a low mobility rate of approximately 3%.

Demographics Strengths

Roberson Middle is SISD's founding 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, the strength of RMS is the stable mobility rate and enrollment of approximately 1050 students for several years due to lottery selection process.

We have a three-phase selection application process which in turn supports our transition to a magnet academy targeting our district's identified Gifted and Talented students and/or students targeted for gifted and talented instruction. Roberson Middle School targets 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: interview and audition; Phase 3: random lottery for students who qualify from previous phases.

A strength of our new application requirements is that it does allow us as a campus to target our instructional programs in order to offer a 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 interest in the fields we offer.

This past school year, we targeted specific initiatives related to stabilizing our demographics at RMS. Due to our changes, routines, systems, and structures, we were able to see gains with students that were identified at-risk, now reaching higher levels of performance at the meets level and mastery as measured by STAAR.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Fewer instructional strategies to address high ESL and Gifted and Talented Special Population **Root Cause:** Not enough proficiently professionally developed teachers at RMS

Problem Statement 2 (Prioritized): Teachers do not have lessons that are designed to challenge the students and build learning that will promote growth in all students. **Root Cause:** Last year staff did not revisit and implement previous training, the focus was on implementing dual instruction. all staff will be trained on implementing the Spring Empowered learning Model within their classes to strengthen and deepen learning.

Problem Statement 3 (Prioritized): Lower levels of growth in meets standard for EL students **Root Cause:** Not enough proficiently professionally developed teachers in the area of differentiated instruction

Problem Statement 4 (Prioritized): Students and parents were disappointed that the clubs and organizations were not being held during the school year. Students needed extracurricular activities as part of the school year. **Root Cause:** Our clubs and organizations were not active and did not hold meetings or participate in activities because a majority of the participants were virtual, we were concerned for students safety.

Student Learning

Student Learning Summary

RMS data-driven instructional practices, our ongoing RMS Stop Light data analysis process, our built-in interventions, and our campus PLC and Framework were able to yield the following results for our current demographic of students. These scores were accomplished with targeted tutorials and recovery efforts of all staff at Roberson. The systems put into place during the 20-21 school year allowed RMS to have consistent data from those students who took the STAAR Test. Eighth grade Reading showed improvement from at the approaches level (88% to 92%), but also at the meets and masters level. 8th grade Science showed improvement at the approaches, (90% to 91%), meets, and masters level. and our 8th-grade social studies showed an improvement at the approaches level (69% to 73%). Our Telpas Data showed that of our 150 ELstudents that were tested 55 of them scored Advanced high and 82 of them scored advanced on the Telpas Composite Rating. None of our students scored in the begining level. Roberson had growth at the Advance level of the Telpas Speaking proficency in 2021 increasing the rating of 55% to 59%.In the Telpas Listening Proficency Roberson EL students increased from 11% to 21% at the advanced level and on the Telpas reading profeciency Roberson saw and increase at the advanced level from 32% to 35% . Our EOY Map Data showed that 93% of the students were at/above grade level in mathematics, and 86 % of all students are at/above gradelevel in reading.

Campus			
Content	**Approaches**	**Meets**	**Masters**
Reading	93%	68%	27%
Writing	85%	45%	10%
Math	84%	48%	27%
Science	92%	72%	43%
Social Studies	73%	28%	9%
All Tests	85%	52%	23%

2020-2021	6th	7th	8th
MAP RIT	220.3 R 227.5 M	225 R 233.9 M	226.1 R 239.1 M
TELPAS Composite	B-0% I- 6.90% A- 44.83% AH- 31.03%	B-0% I- 5.26% A- 31.58% AH- 42.11%	N/A
INTERIM	Math 85.25% Approaches 47.74%Meets 14.55% Masters	Math 78.03% Approaches 40.87% Meets 10.63% Masters	Math 54.59% Approaches 15.8% Meets 1.13% Masters
	Reading 77.27% Approaches 46.36%Meets 21.61%Masters	Reading 87.18% Approaches 64.12% Meets 39.32% Masters	Reading 86.11% Approaches 57.54% Meets 29.14% Masters

2020-2021	6th	7th	8th
EOC	N/A	N/A	Algebra I 100% Approaches 83.33% Meets 56.41% Masters English I 100% Approaches 97.87%Meetss 27.66%Masters

Student Learning Strengths

Although faced with dual instruction and learning, Roberson Middle school was able to see growth in some of our students. The goal of last school year was to maintain the standing of the students, and the EOY data that was yielded from MAP showed that more than 90 % of our students that were Map tested were performing on or above their grade level. The 8th grade showed improvement at the approaches level in science, social studies, and reading. In the meets and masters level, Roberson showed improvement in 7th-grade science, 8th-grade science, and 8th-grade reading. Roberson teachers and admin worked hard to make sure that students were staying on track during their at-home instruction. Connections between parents and staff were established and used to help monitor students' growth/decline and make decisions on where they are.

Students that were falling behind in work attend homework recovery virtually with a teacher to help them get caught up and on track after school on Wednesdays and Saturday mornings. Even though the recovery was virtual students logged in to receive the help to get on track with missing work.

Test	2019 test	2021 test	LEVEL
Reading 8th grade	88%	92%	Approaches

Test	2019 test	2021 test	LEVEL
Science 8th grade	90%	91%	Approaches
Social Studies 8th grade	69%	73%	Approaches level

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There was not growth across the grade levels in reading and math. The data from the previous year shows that our campus saw a decline in the scores. **Root Cause:** 20-21 school year, students moved between virtual and in-person and missed learning opportunities. The students were left with learning gaps that need to be addressed to get them back on track with their growth.

Problem Statement 2 (Prioritized): Teachers lessons were designed to instruct both in person and virtual students , not all lessons were rigourous enough to promote growth in all students. **Root Cause:** Staff was required to provide lessons in two forms (in person and virtual) during each period for instruction to happen daily.

Problem Statement 3 (Prioritized): Lack of rigor and relevance built into our daily lessons **Root Cause:** Not enough proficiently professionally developed teachers at RMS in the area of dual instruction and implementing Rigor, Relevance, and Relationship-based instruction while maintaining the COVID safety restrictions.

Problem Statement 4 (Prioritized): need for increase in Reading/Writing mastery. **Root Cause:** not enough proficiently professionally developed teachers in the area of guided reading and writing practices and lack of sound curriculum to guide instruction and teacher capacity

Problem Statement 5 (Prioritized): 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 6 (Prioritized): Students and parents were disappointed that the clubs and organizations were not being held during the school year. Students needed extracurricular activities as part of the school year. **Root Cause:** Our clubs and organizations were not active and did not hold meetings or participate in activities because a majority of the participants were virtual, we were concerned for students safety.

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. Safety Tardy Stations with scanners
4. RTI 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-Negotiable; RMS Planning Protocols using the RMS 5 step prep process.

8. RMS Progress Monitoring and Data Analysis-Step Binder (504, Sped,LEP, RtI) sections, evidence labels, and all student data for conent; 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, enter 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 agt their doors to receive students. This year, teachers will receive specific Teach Like a Champion Threshold professional development to enhance student arriving nd 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 walkies-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 walkies-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. RtI Counselors Guidance Lessons and Social Skills Field Experiences

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

RMS is divided into four communities. All students that apply, do so with interest in the four community areas of Performing Arts, STEM Engineering, Environmental Agriculture Sciences, and Law Enforcement. Once admitted, students follow a sequence of grade level courses within the community of choice. The concentration allows students to become well rounded and well versed in the content area, professional careers related to the course, as well as be introduced to all extra curricular programs/incentives/activities related to the community. The overall strength is that our Four communities target and prepare scholars for college and career readiness.

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 withing and vocabulary building the DEAR program at RMS.

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 Planning Protocols. This year, we were able to refine our planning protocols to align more with the district's priority to building teacher and leader capacity. We have implement the RMS 5 step prep process to ensure that all teachers and leaders spend quality time reviewing, reflecting, researching, and preparing for an effective PLC so that quality, data-driven collaboration, practice, and planning is happening 100% of the time allotted.

RMS implemented our Step and Data Binder (504, Sped,LEP, RtI) 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 3 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 SE's 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 teachers identify students at each level of mastering objectives as it relates to STAAR performance. Based on this stop light prediction and

identification, teachers were consitenly 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 (Prioritized): increase student and staff attendance **Root Cause:** staff and parents were not secure with the plan for safety that was put in place. The increase in notices of covid exposure

Problem Statement 2 (Prioritized): need for consistency to promote and sustain sound culture and restorative practices for the diverse population **Root Cause:** systems were not specific, routine, and consistent enough with a lead person to facilitate the practices that will be used schoolwide to help strengthen the restorative practices.

Problem Statement 3 (Prioritized): Students and parents were disappointed that the clubs and organizations were not being held during the school year. Students needed extracurricular activities as part of the school year. **Root Cause:** Our clubs and organizations were not active and did not hold meetings or participate in activities because a majority of the participants were virtual, we were concerned for students safety.

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 levels.

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

Our Creeds for Life are

We promote an "RMS Remarkable DNA (Definitely Not Average) growth mindset 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 implement a collaborative ownership professional learning community" in which we share learning experiences, learning space, and resources in order to drive student success.

We implement and embrace our SpringWay Routines, Systems, and Structures 100% every day, in every way.

We believe in doing what is BEST for Kids.

 We will continue to offer oppotunities for students outside of the classroom to compete and use ther leadership skills to become future leaders of tomorrow. The students will have the chance to participate in any of the established clubs and organizations of their interest of any of the communities that are represented at Roberson.

Althoug we did not have a survey last year, we did have several townhall meetings that were open table forums for parents to ask questions, and learn more about what was happening with their students at Roberson. It was a way to keep the parents connected to the school, while providing remote and face to face instruction.

The theme for the 2021-2022 school year is focusing on reigniting the flames of excellence.

We understand that at Roberson we are Remarkable, Definately Not Average, but this year we decided it was important that both staff and students understand Remarkable DNA means. We define Razorback DNA in students and staff as Resilient, Relentless, Razorsharp and Remarkable.

Perceptions Strengths

Parents participated in the Parent Town Halls held throughout the year due. All parent communication was through Virtual Webinars due to COVID safety protocols.

All of the webinars were well attended, the ESL Webinar Townhall allowed the parents to feel comfortable sending their students to the building for TELPAS testing. STAAR testing Webinar was attended by parents to prepare the virtual students to return to campus for STAAR testing with safety protocols in place.

The beginning of the year open house webinar established the open communication that would be used during the COVID school year. Parents were grateful for the ability to ask questions and understand how the school year would work.

Throughout the year there was open communication with blackboard updates and newsletter to parents to inform them about any changes that were happening with the school, or state testing. Parents feel free to communicate with teachers, administrators, and other staff at Roberson.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students and parents were disappointed that the clubs and organizations were not being held during the school year. Students needed extracurricular activities as part of the school year. **Root Cause:** Our clubs and organizations were not active and did not hold meetings or participate in activities because a majority of the participants were virtual, we were concerned for students safety.

Priority Problem Statements

Problem Statement 1: Teachers do not have lessons that are designed to challenge the students and build learning that will promote growth in all students.

Root Cause 1: Last year staff did not revisit and implement previous training, the focus was on implementing dual instruction. all staff will be trained on implementing the Spring Empowered learning Model within their classes to strengthen and deepen learning.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Lower levels of growth in meets standard for EL students

Root Cause 2: Not enough proficiently professionally developed teachers in the area of differentiated instruction

Problem Statement 2 Areas: Demographics

Problem Statement 3: Fewer instructional strategies to address high ESL and Gifted and Talented Special Population

Root Cause 3: Not enough proficiently professionally developed teachers at RMS

Problem Statement 3 Areas: Demographics

Problem Statement 4: There was not growth across the grade levels in reading and math. The data from the previous year shows that our campus saw a decline in the scores.

Root Cause 4: 20-21 school year, students moved between virtual and in-person and missed learning opportunities. The students were left with learning gaps that need to be addressed to get them back on track with their growth.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Lack of rigor and relevance built into our daily lessons

Root Cause 5: Not enough proficiently professionally developed teachers at RMS in the area of dual instruction and implementing Rigor, Relevance, and Relationship-based instruction while maintaining the COVID safety restrictions.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: need for increase in Reading/Writing mastery.

Root Cause 6: not enough proficiently professionally developed teachers in the area of guided reading and writing practices and lack of sound curriculum to guide instruction and teacher capacity

Problem Statement 6 Areas: Student Learning

Problem Statement 7: need capturing more students within the Response to intervention process at RMS

Root Cause 7: not enough proficiently developed teachers in efficient and effective progress monitoring strategies and techniques (i.e. daily tracking and checks for understanding).

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Teachers lessons were designed to instruct both in person and virtual students , not all lessons were rigourous enough to promote growth in all students.

Root Cause 8: Staff was required to provide lessons in two forms (in person and virtual) during each period for instruction to happen daily.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Students and parents were disappointed that the clubs and organizations were not being held during the school year. Students needed extracurricular activities as part of the school year.

Root Cause 9: Our clubs and organizations were not active and did not hold meetings or participate in activities because a majority of the participants were virtual, we were concerned for students safety.

Problem Statement 9 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 10: need for consistency to promote and sustain sound culture and restorative practices for the diverse population

Root Cause 10: systems were not specific, routine, and consistent enough with a lead person to facilitate the practices that will be used schoolwide to help strengthen the restorative practices.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: increase student and staff attendance

Root Cause 11: staff and parents were not secure with the plan for safety that was put in place. The increase in notices of covid exposure

Problem Statement 11 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- School safety data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Goals

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 1: By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Reading (6th-8th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Reading (6th-8th) assessment. By June 2022, the achievement gap between student groups will decrease.

Evaluation Data Sources: Checkpoints, daily exit ticket monitoring, tracking systems, Benchmarks, and Step Binder implementation for all special populations.

Strategy 1 Details	Reviews			
Strategy 1: Instructional Strategy #1	**Formative**			**Summative**
The ELAR teachers instructional strategies within the initial instruction such as peer collaboration, modeling, critical thinking, literature circles, writer's workshops, and immediate teacher facilitation and feedback. Students will participate	**Oct**	**Dec**	**Mar**	**June**
in small group instruction model which allows teachers the opportunity to evaluate students' learning strengths, locate gaps in the development of their reading skills, and offer reteach opportunities focused on specific learning objectives. ELAR teachers, administrators, and leaders, plan together during PLC to provide at least 2 opportunities for students to make authentic connection by utilizing Habits of discussion during the "We Do" portion of each lesson.				

Strategy's Expected Result/Impact: The class model and instructional planning will develop the foundation in students to deepen their learning, and show growth by focusing on specific TEKS they need to develop.
    Staff Responsible for Monitoring: ELAR Instructional intervetionist, and campus administrators will be responsible for modeling and monitoring the instruction and learning that happens in the ela classes.
    TEA Priorities: Build a foundation of reading and math
    Problem Statements: Student Learning 1
    Funding Sources: intervention supplies: Composition notebooks, Dictionaries, and Novels for Literacy - 211 Title I, Part A - $5,000				

Strategy 2 Details		Reviews		
Strategy 2: Instructional Strategy #2		**Formative**		**Summative**
RMS teachers will provide academic intervention to ensure that students that score within almost Meets and Almost Masters range on are included in small group Razor-sharp targeted Literacy Group instruction, and Almost Approaches In person students are targeted during the after School Rising STAAR Intervention Literacy Group Instruction.	**Oct**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will show growth and move to the next category of meets and masters. The Intervention will be to push the students who are almost at the meets and masters level to the next stage.				
Staff Responsible for Monitoring: Student Support Specialist, Interventionist, and administrators will monitor the daily razor-sharp interventions, to assess that literacy instruction is intentional to meet the needs of the specific learners.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
Problem Statements: Student Learning 4				
Funding Sources: Intervention resources notebooks, student supplies, Springboard workbooks by college board and supplemental reading materials grade level novels, and Region 4 reading acceleration curriculum such Stellar or show me and Sirius Curriculum. - 211 Title I, Part A - $5,000, Intervention salaries - 211 Title I, Part A - $5,000				

Strategy 3 Details		Reviews		
Strategy 3: Routinely incorporate Spring way, Systems, Structures & Routines. Daily Demonstration of learning incorporated at an enhanced level through Reading and all content areas.		**Formative**		**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Students are informed about what they are responsible for learning and data can be tracked and collected for the students.				
Staff Responsible for Monitoring: Administrators, Department chairs, Instructional coaches and interventionists, and Student Support Specialists.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				
Problem Statements: Demographics 1 - Student Learning 5				
Funding Sources: Posters for data tracking and monitoring for each classroom teacher. - 211 Title I, Part A - $3,500				

Strategy 4 Details	Reviews			
Strategy 4: Identifying virtual students that did not test for the 2020-2021 Reading STAAR and create after-school interventions that are target at identifying those students' appropriate levels. Require virtual students that did not meet the approaches level the 2020-2021 STAAR testing year to participate in interventions from the start of the school year to address Gaps.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: All student levels will be identified and the students that did not approach have the opportunity to receive intervention with targeted designed lessons. **Staff Responsible for Monitoring:** Instructional coaches, CTC, SSS, and Administrators. **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Intervention Salaries for After School and Saturday tutorials of students that did not take last year staar. - 211 Title I, Part A - $2,500				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Fewer instructional strategies to address high ESL and Gifted and Talented Special Population **Root Cause**: Not enough proficiently professionally developed teachers at RMS

Student Learning
Problem Statement 1: There was not growth across the grade levels in reading and math. The data from the previous year shows that our campus saw a decline in the scores. **Root Cause**: 20-21 school year, students moved between virtual and in-person and missed learning opportunities. The students were left with learning gaps that need to be addressed to get them back on track with their growth.
Problem Statement 4: need for increase in Reading/Writing mastery. **Root Cause**: not enough proficiently professionally developed teachers in the area of guided reading and writing practices and lack of sound curriculum to guide instruction and teacher capacity
Problem Statement 5: 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).

School Processes & Programs
Problem Statement 1: increase student and staff attendance **Root Cause**: staff and parents were not secure with the plan for safety that was put in place. The increase in notices of covid exposure

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Math (6th-8th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Math (6th-8th grade) assessment. By June 2022, the achievement gap between student groups will decrease.

Evaluation Data Sources: Checkpoints, Carnegie topic Assessments, daily exit ticket monitoring, tracking systems, Benchmarks, and Step binder implementation for all special POPS. Mathia tracking.

Strategy 1 Details	Reviews			
Strategy 1: Instructional Strategy #1	**Formative**			**Summative**
RMS Math teachers create opportunities in class for students to see the connection of mathematical concepts to real-world applications. The teacher begins the process with intentional planning through collaborative grade level cohorts and the RMS PLC process includes the design of the Math "I can," statement that guides instruction so that each teacher writes the TEKS-based "I can," objective statement based on the student expectations outcome, the how the math objective should be demonstrated, and why it is essential for scholars as it relates to relative, day-to-day practice. Math teachers, administrators, and leaders, plan together during PLC to provide at least 2 opportunities for students to use say something strategies to expand the academic discussion happening in math class.	**Oct**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will show an increase in mastery of the TEKs objectives that were in the scored in the lower range. students will hae the opportunity to deepen their understanding of mathematical concepts. **Staff Responsible for Monitoring:** Math instructional interventionist, ESSER interventionist, and administrators. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 3 - Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: RMS teachers will provide academic intervention to ensure that students that score within almost Meets and Almost Masters range on are included in small group Razor-sharp targeted Numeracy Group instruction, and Almost Approaches In person students are targeted during the After-School Rising STAAR Intervention Numeracy Group Instruction. High mastery level Math targeted students participate in Science Olympiad Year-long practice, Dimension U Competitions, and SECME year-long practice.	**Formative**			**Summative**
	Oct	Dec	Mar	June

Strategy's Expected Result/Impact: Students will show growth in the math score allowing students to move from to the next category of Meets and Masters. The MAster level students will maintaint their mastery level by participating in competions and programs that provide rigourous hands-on opporunties to see the objectives in action.

Staff Responsible for Monitoring: Student support specialist, instructional specialist, interventionist, and administrators.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Problem Statements: Demographics 1, 2 - Student Learning 3

Funding Sources: Intervention salaries - 211 Title I, Part A - $2,000, Instructional Software Dimension U. used to accelerate math learners, and Closing distance curriculum from region 4 and Sirius curriculum. - 211 Title I, Part A - $4,030

Strategy 3 Details	Reviews			
Strategy 3: An additional teacher will be added to the 8th-grade math to lessen the class size. Smaller classes will allow the teachers to monitor closely the growth that is happening with the students in the classes.	**Formative**			**Summative**
	Oct	Dec	Mar	June

Strategy's Expected Result/Impact: Smaller class sizes will help promote growth each grading quarter. Using Campus Formative assessments to track growth each quarter should use the following increases. Quarter 1 - 35% Meets, Quarter 2 - 65% Meets, Quarter 3 - 80% Meets

Staff Responsible for Monitoring: math interventionist, and ESSER Interventionist.

Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2

Strategy 4 Details	Reviews			
Strategy 4: Identifying virtual students that did not test for the 2020-2021 STAAR and create after-school interventions that are target at identifying those students' appropriate levels. Require virtual students that did not meet the approaches level the 2020-2021 STAAR testing year to participate in interventions from the start of the school year to address	**Formative**			**Summative**
	Oct	Dec	Mar	June

Gaps.

> **Strategy's Expected Result/Impact:** All student levels will be identified and the students that did not approach have the opportunity to receive intervention with targeted designed lessons.
>
> **Staff Responsible for Monitoring:** Instructional coaches, CTC, SSS, and Administrators.
>
> **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction
>
> **Problem Statements:** Student Learning 1
>
> **Funding Sources:** Intervention Salaries - 211 Title I, Part A - $2,000

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Fewer instructional strategies to address high ESL and Gifted and Talented Special Population **Root Cause**: Not enough proficiently professionally developed teachers at RMS
Problem Statement 2: Teachers do not have lessons that are designed to challenge the students and build learning that will promote growth in all students. **Root Cause**: Last year staff did not revisit and implement previous training, the focus was on implementing dual instruction. all staff will be trained on implementing the Spring Empowered learning Model within their classes to strengthen and deepen learning.
Problem Statement 3: Lower levels of growth in meets standard for EL students **Root Cause**: Not enough proficiently professionally developed teachers in the area of differentiated instruction
Student Learning
Problem Statement 1: There was not growth across the grade levels in reading and math. The data from the previous year shows that our campus saw a decline in the scores. **Root Cause**: 20-21 school year, students moved between virtual and in-person and missed learning opportunities. The students were left with learning gaps that need to be addressed to get them back on track with their growth.
Problem Statement 2: Teachers lessons were designed to instruct both in person and virtual students , not all lessons were rigourous enough to promote growth in all students. **Root Cause**: Staff was required to provide lessons in two forms (in person and virtual) during each period for instruction to happen daily.
Problem Statement 3: Lack of rigor and relevance built into our daily lessons **Root Cause**: Not enough proficiently professionally developed teachers at RMS in the area of dual instruction and implementing Rigor, Relevance, and Relationship-based instruction while maintaining the COVID safety restrictions.

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 3: By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Science (8th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Science (8th grade) assessment. By June 2022, the achievement gap between student groups will decrease.

Evaluation Data Sources: CFA, benchmarks, and Step binder implementation to focus on special POPs.

Strategy 1 Details	Reviews			
Strategy 1: RMS teachers' instructional strategy approach is to use an introductory engagement hook/ moment at the beginning of the lesson that engages the student's immediate attention. The lessons designed assures that students explore what they already know about the TEKS skills and objectives in comparison to what they understand they need to inquire and learn about as it relates to the learning goal. Students understand that by the end of each lesson unit, they will use the information taught to answer a real-world problem involving the learning objective/goal for the day. Teachers will allow students to hold academic discussions to deepen the learning concepts. Problems that students' solve connect learning to topics that are authentic and provide the reason to "why." Students are required to use their growing knowledge at a rigorous level.	**Formative**			**Summative**
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Teachers will provide scaffolded lessons that promote rigourous learning and deepen the understandingof the TEKS. Students will be able to have academic discussions and make real world connections.				
Staff Responsible for Monitoring: PLC Leaders and Administrators				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Demographics 3 - Student Learning 3				
Strategy 2 Details	Reviews			
Strategy 2: Instructional Strategy #2 RMS will ensure that all teachers lead interventions certifying that the Almost Meets and Almost Masters students are in the targeted during the day Academic Enrichment Session, and all Almost Approaches and High mastery level Science targeted students participate in Rising STAAR After School Interventions, Science Olympiad Year-long practice, and SECME year-long practice.	**Formative**			**Summative**
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Increase the growth of students who are already approaching, to meets level by identifying and challenge the mastery students to keep them at the mastery level.				
Staff Responsible for Monitoring: Administrators and Student Support Specialist.				
Title I Schoolwide Elements: 2.5				
Problem Statements: Demographics 2 - Student Learning 3				
Funding Sources: Intervention Salaries - 211 Title I, Part A - $2,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Teachers do not have lessons that are designed to challenge the students and build learning that will promote growth in all students. **Root Cause**: Last year staff did not revisit and implement previous training, the focus was on implementing dual instruction. all staff will be trained on implementing the Spring Empowered learning Model within their classes to strengthen and deepen learning.
Problem Statement 3: Lower levels of growth in meets standard for EL students **Root Cause**: Not enough proficiently professionally developed teachers in the area of differentiated instruction

Student Learning
Problem Statement 3: Lack of rigor and relevance built into our daily lessons **Root Cause**: Not enough proficiently professionally developed teachers at RMS in the area of dual instruction and implementing Rigor, Relevance, and Relationship-based instruction while maintaining the COVID safety restrictions.

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR SS (8th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR SS (8th grade) assessment. By June 2022, the achievement gap between student groups will decrease.

Evaluation Data Sources: CFA, Benchmarks, exit ticket monitoring, and step binder implementation to identify and monitor Special POPs.

Strategy 1 Details	Reviews			
Strategy 1: Instructional Strategy #1	**Formative**			**Summative**
RMS teachers and leaders will create relevant and real-world applications with historical events connected to current events. Lessons will include an intentionally designed introduction aligned to the TEKS and related concepts to aid in bridging the gap between history and common themes that impact local and global communities. Teachers will plan and implement social studies skill builders to support the interpretation of historical text in addition to using the station teaching model of instruction. Teachers create exercises that promote civic learning engagement. teachers will meet in PLCs to establish the high-powered TEKS that need to be addressed.	**Oct**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Students are more engaged in the lesson and discussion to make connections that will support their academic growth.				
Staff Responsible for Monitoring: Social Studies Instructional coach, PLC leaders, and Administrators.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Learning 3, 4				
Funding Sources: Instructional staff - 1/2 of a social studies FTE used with social studies teacher. - 211 Title I, Part A - $37,500				

Strategy 2 Details	Reviews			
Strategy 2: Reduce class size in order to strengthen academic programs and improve conditions for learning in Social Studies courses (8th Grade)	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student Achievement Data by allowing teachers the time to track and monitor fewer students to see the growth that will happen in each grading quarter. Quarter 1 - 30% meets, Quarter 2- 50% Meets, Quarter 3 - 70% meets and Quarter 4 - 80% Meets				
Staff Responsible for Monitoring: Social Studies Coach, Administrator, Student Support Specialist.				
Problem Statements: Student Learning 3, 4				
Funding Sources: Staff - Social Studies instructional Coach. - 211 Title I, Part A - $143,300				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: Lack of rigor and relevance built into our daily lessons **Root Cause**: Not enough proficiently professionally developed teachers at RMS in the area of dual instruction and implementing Rigor, Relevance, and Relationship-based instruction while maintaining the COVID safety restrictions.

Student Learning
Problem Statement 4: need for increase in Reading/Writing mastery. **Root Cause**: not enough proficiently professionally developed teachers in the area of guided reading and writing practices and lack of sound curriculum to guide instruction and teacher capacity

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2022 (EOY), 65% of 6th-8th grade students will exceed their growth expectations on MAP Reading. By June 2022, the achievement gap between student groups will decrease.

    Evaluation Data Sources: BOY and MOY assessments, and tracking of underperforming students.

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in daily reading acceleration or Razor-Sharp (academic) acceleration classes. The reading acceleration classes will contain courses, taken from Amplify,These classes will contain lessons that will support rea where they will participate in Literacy lessons that will support reading and the TEKS objectives from novels that are student choice. Activities that are student-centered and real-world connections are facilitated by all teachers.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Students will have a better understanding of the reading objectives that they are learning in their ELA class and supporting the growth that is happening daily.
    Staff Responsible for Monitoring: ELAR Interventionist and administrators.
    Title I Schoolwide Elements: 2.4, 2.5, 2.6
    Problem Statements: Demographics 2 - Student Learning 4
    Funding Sources: Novels for Literacy Interventions - 211 Title I, Part A - $5,000				

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: Teachers do not have lessons that are designed to challenge the students and build learning that will promote growth in all students. **Root Cause**: Last year staff did not revisit and implement previous training, the focus was on implementing dual instruction. all staff will be trained on implementing the Spring Empowered learning Model within their classes to strengthen and deepen learning.

Student Learning
Problem Statement 4: need for increase in Reading/Writing mastery. **Root Cause**: not enough proficiently professionally developed teachers in the area of guided reading and writing practices and lack of sound curriculum to guide instruction and teacher capacity

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2022 (EOY), 65% of 6th-8th grade students will exceed their growth expectations on MAP Math. By June 2022, the achievement gap between student groups will decrease.

> **Evaluation Data Sources:** BOY, MOY, EOY Map Assessments, tracking underperforming students, and monitoring progress in campus created intervention programs for literacy and numeracy.

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in daily razor-sharp intervention classes where they will participate in Numeracy lessons that will support math and the TEKS objectives they are learning in class that have been targeted as the lower foundation TEKS that will support growth. Activities that are student-centered and real-world connections are facilitated by all teachers.	Formative			Summative
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Students will understand how the simple math TEKS are used in the real world. Applying the math TEKS will help strengthen the math skills of students and decrease the achievement gap. **Staff Responsible for Monitoring:** Math interventionist and administrators. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 5 **Funding Sources:** intervention supplies: Composition Notebooks, pencils, paper, and erasers. - 211 Title I, Part A - $2,300				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 1: There was not growth across the grade levels in reading and math. The data from the previous year shows that our campus saw a decline in the scores. **Root Cause**: 20-21 school year, students moved between virtual and in-person and missed learning opportunities. The students were left with learning gaps that need to be addressed to get them back on track with their growth.
Problem Statement 5: 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).

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2022, attendance rates will improve by 1.5% when compared to the final campus rate in 2019.

Evaluation Data Sources: Attendance Team tracks and monitors absences, grade level initiatives and competitions, and district "Attendance Walks."

Strategy 1 Details	Reviews			
Strategy 1: A team of school leaders will make up the attendance committee to create attendance incentives and monitor student attendance to intervene when they are missing more than 10 % of the days. The team will make home visits to speak with parents and get involved with helping the students attend school. Attendance Celebrations will be held between	**Formative**			**Summative**
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Students will start attending school because they have people at school who check on them and they understand that their presence at school is part of their academic success. **Staff Responsible for Monitoring:** Campus teachers on the Attendance team, Student Support Specialist, and administrators. **Title I Schoolwide Elements:** 2.6, 3.1 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 7 Problem Statements:

School Processes & Programs
Problem Statement 1: increase student and staff attendance **Root Cause**: staff and parents were not secure with the plan for safety that was put in place. The increase in notices of covid exposure

Goal 2: EQUITY-Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2022, achievement gaps between student groups will be decreased.

    Evaluation Data Sources: Data tracking in PLCs, Step Binder monitoring of special populations as well as a focus on EL learners' and GT learners' growth.

Strategy 1 Details	Reviews			
Strategy 1: The teachers and PLC team leads will work together to review student data from the previous year's STAAR, MAP scores for BOY, MOY, classroom exit tickets, and Dimension U data to inform instruction to meet the gaps that are present. Data will drive what needs to be used in DO NOW or reteach lessons will be necessary to lesson the GAPs.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: All achievement gaps will be decreased in all student groups. Teachers will be more informed about the needs of students in their classes and what needs to be targeted to address the gaps that are present.
    Staff Responsible for Monitoring: PLC team leads and administrators.
    Title I Schoolwide Elements: 2.4, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers
    Problem Statements: Demographics 1, 2				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Fewer instructional strategies to address high ESL and Gifted and Talented Special Population **Root Cause**: Not enough proficiently professionally developed teachers at RMS
Problem Statement 2: Teachers do not have lessons that are designed to challenge the students and build learning that will promote growth in all students. **Root Cause**: Last year staff did not revisit and implement previous training, the focus was on implementing dual instruction. all staff will be trained on implementing the Spring Empowered learning Model within their classes to strengthen and deepen learning.

Goal 2: EQUITY-Remove unacceptable barriers to student and staff success

Performance Objective 2: By June 2022, there will be at least a 10% decrease in discipline referrals for African American students, students served in Special Education, and males particularly for students who belong to more than one of these student groups.

Evaluation Data Sources: Discipline Data Team will monitor and track discipline issues, PBIS put into place for students, and restorative practices used with Student Support Specialist and PBIA Aide.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement SEL lessons into the intervention course to help students learn how to express themselves, and how to handle conflict. The counselors will provide SEL lessons weekly that address student needs.	**Formative**			**Summative**
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Students have strategies to help them understand how to resolve conflict, and how to advocate for themselves in an effective manner. **Staff Responsible for Monitoring:** Student Support Specialist, Counselors, Grade level team leads, and administrators. **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2 **Funding Sources:** student supplies to inform and teach them about resolving conflict. Reward system for implementing strategies and showing growth. - 211 Title I, Part A - $500				

Strategy 2 Details	Reviews			
Strategy 2: RMS will ensure that 100% of students will have access to our enrichment and learning outside of the classroom through the use of our specialty extracurricular opportunities such as SECME, Student Council, soccer, JJ Watt Foundation Wrestling Program, National Lacrosse Association Team, Maker's Space Robotics Club Rotation and Collaboration and Enrichment During Lunches, Before/After School, STEP Team, S.H.E. Club, Go To High School Go To College A Phi A, Delta Sigma Theta Delta Academy, History Club, Photography Club ETC. Club Aqua, NJHS, SuperGirl Shine, Math Counts Club, RMS Dance Company. Through these activities, teachers develop the knowledge, skills, and commitments to interact effectively with community members to address shared problems.	**Formative**			**Summative**
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Students are involved in the school activities, which require correct behavior and interaction to participate. The Discipline referrals will be decreased as the students become more involved. **Staff Responsible for Monitoring:** Teachers, Administrators, and Parents all monitor the activities that students participate. **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Demographics 4 - Student Learning 6 - School Processes & Programs 3 - Perceptions 1 **Funding Sources:** supplies for after school activities, for different club necessities to be used with all students who participate. - 199 General Fund - $2,000				

Strategy 3 Details	Reviews			
Strategy 3: Staff will use the PBIS Rewards (Positive Behavioral Interventions & Supports), an evidence-based framework used by schools, to improve school culture and student behavior, promoting a safe environment for learning. PBIS ' focus is on more positive behaviors and less on negative behaviors.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Using this strategy, RMS expects to have at least a 10% decrease in discipline referrals for African American students, students served in Special Education, and males particularly for students who belong to more than one of these student groups. **Staff Responsible for Monitoring:** Parents, students, teachers, administrators as well as other paraprofessional and professional staff. **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2 **Funding Sources:** PBIS Rewards - 199 General Fund - $2,500				

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: Students and parents were disappointed that the clubs and organizations were not being held during the school year. Students needed extracurricular activities as part of the school year. **Root Cause**: Our clubs and organizations were not active and did not hold meetings or participate in activities because a majority of the participants were virtual, we were concerned for students safety.

Student Learning
Problem Statement 6: Students and parents were disappointed that the clubs and organizations were not being held during the school year. Students needed extracurricular activities as part of the school year. **Root Cause**: Our clubs and organizations were not active and did not hold meetings or participate in activities because a majority of the participants were virtual, we were concerned for students safety.

School Processes & Programs
Problem Statement 2: need for consistency to promote and sustain sound culture and restorative practices for the diverse population **Root Cause**: systems were not specific, routine, and consistent enough with a lead person to facilitate the practices that will be used schoolwide to help strengthen the restorative practices.
Problem Statement 3: Students and parents were disappointed that the clubs and organizations were not being held during the school year. Students needed extracurricular activities as part of the school year. **Root Cause**: Our clubs and organizations were not active and did not hold meetings or participate in activities because a majority of the participants were virtual, we were concerned for students safety.

Perceptions
Problem Statement 1: Students and parents were disappointed that the clubs and organizations were not being held during the school year. Students needed extracurricular activities as part of the school year. **Root Cause**: Our clubs and organizations were not active and did not hold meetings or participate in activities because a majority of the participants were virtual, we were concerned for students safety.

Goal 3: ENGAGEMENT-Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2022, campuses will implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measure of success.

    Targeted or ESF High Priority

    Evaluation Data Sources: Parent Survey, sign-in sheets, engagement on social media platforms.

Strategy 1 Details	Reviews			
Strategy 1: Recruit, support, and communicate all school programs, opportunities, and choices of curriculum as a school of choice through different parental involvement events, meetings, and academic nights.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: All stakeholders will feel welcomed to RMS, and will volunteer as well as act as advocates on behalf of all students represented on campus.
     Staff Responsible for Monitoring: Administrators, Department Chairs, Counselors, and Family Empowerment Liaison.
     Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture
     Problem Statements: Demographics 4 - Student Learning 6 - School Processes & Programs 3 - Perceptions 1
     Funding Sources: Parent involvement supplies - 211 Title I, Part A - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Communities will be participating in family nights to showcase what the students are engaged in throughout the year, these will be held during the PTO meetings to celebrate student successes and plan upcoming campus events.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: PTO participation will increase by 20%. the parents will be on the campus frequently with PTO-sponsored events.
     Staff Responsible for Monitoring: Parent Liaison and Principal.
     Problem Statements: Demographics 4 - Student Learning 6 - School Processes & Programs 1, 3 - Perceptions 1				

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Students and parents were disappointed that the clubs and organizations were not being held during the school year. Students needed extracurricular activities as part of the school year. **Root Cause**: Our clubs and organizations were not active and did not hold meetings or participate in activities because a majority of the participants were virtual, we were concerned for students safety.

Student Learning

Problem Statement 6: Students and parents were disappointed that the clubs and organizations were not being held during the school year. Students needed extracurricular activities as part of the school year. **Root Cause**: Our clubs and organizations were not active and did not hold meetings or participate in activities because a majority of the participants were virtual, we were concerned for students safety.

School Processes & Programs

Problem Statement 1: increase student and staff attendance **Root Cause**: staff and parents were not secure with the plan for safety that was put in place. The increase in notices of covid exposure

Problem Statement 3: Students and parents were disappointed that the clubs and organizations were not being held during the school year. Students needed extracurricular activities as part of the school year. **Root Cause**: Our clubs and organizations were not active and did not hold meetings or participate in activities because a majority of the participants were virtual, we were concerned for students safety.

Perceptions

Problem Statement 1: Students and parents were disappointed that the clubs and organizations were not being held during the school year. Students needed extracurricular activities as part of the school year. **Root Cause**: Our clubs and organizations were not active and did not hold meetings or participate in activities because a majority of the participants were virtual, we were concerned for students safety.

Goal 4: WELL-BEING-Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2022, campuses will implement at least two high-leverage SEL strategies that meet the needs of the students, staff, and the community. Campus will determine the measure of success.

> **Targeted or ESF High Priority**
>
> **Evaluation Data Sources:** Sign-In Sheets (participants)
> Agendas
> Quantitative and qualitative surveys
> Impact data

Strategy 1 Details	Reviews			
Strategy 1: Monthly community circles held with all students on Winning Wednesdays through acceleration classes. Community circles will focus on a character trait and end with a character dare for students to complete in that month.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will learn important character traits and skills to be impactful well-rounded members of the learning community. **Staff Responsible for Monitoring:** Campus Restorative Justice TOT, counselors, and administrators. **Title I Schoolwide Elements:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2				

Strategy 2 Details	Reviews			
Strategy 2: We will implement a weekly parent newsletter to provide updates and to inform parents of happenings and events for RMS. During Open House we will have all clubs and organizations available for parents to know what the students may be involved in at the school. We will have regular PTO meetings where the communities will be spotlighted with the parents to make them feel more connected to the learning community. There will also be opportunities for parental involvement with STEM awareness, job-alike, and career interest opportunities for students and all parental audience members of all languages.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in the percentage of parents a positive perception of the campus by 10%. Roberson will improve parent participation in the learning community and connect with **Staff Responsible for Monitoring:** Family Empowerment Liaison, Administrators, CTE Special Programs Coordinator, and Counselors **Title I Schoolwide Elements:** 3.1, 3.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 4 - Student Learning 6 - School Processes & Programs 3 - Perceptions 1 **Funding Sources:** Community /Parent engagement supplies - 211 Title I, Part A - $1,500, Parent Liaison - 211 Title I, Part A - $2,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 4: Students and parents were disappointed that the clubs and organizations were not being held during the school year. Students needed extracurricular activities as part of the school year. **Root Cause**: Our clubs and organizations were not active and did not hold meetings or participate in activities because a majority of the participants were virtual, we were concerned for students safety.

Student Learning

Problem Statement 6: Students and parents were disappointed that the clubs and organizations were not being held during the school year. Students needed extracurricular activities as part of the school year. **Root Cause**: Our clubs and organizations were not active and did not hold meetings or participate in activities because a majority of the participants were virtual, we were concerned for students safety.

School Processes & Programs

Problem Statement 2: need for consistency to promote and sustain sound culture and restorative practices for the diverse population **Root Cause**: systems were not specific, routine, and consistent enough with a lead person to facilitate the practices that will be used schoolwide to help strengthen the restorative practices.

Problem Statement 3: Students and parents were disappointed that the clubs and organizations were not being held during the school year. Students needed extracurricular activities as part of the school year. **Root Cause**: Our clubs and organizations were not active and did not hold meetings or participate in activities because a majority of the participants were virtual, we were concerned for students safety.

Perceptions

Problem Statement 1: Students and parents were disappointed that the clubs and organizations were not being held during the school year. Students needed extracurricular activities as part of the school year. **Root Cause**: Our clubs and organizations were not active and did not hold meetings or participate in activities because a majority of the participants were virtual, we were concerned for students safety.

State Compensatory

Personnel for Roberson Middle School

Name	Position	Program	FTE
Angelica Daniel	ELAR Teacher		1
Cory Neblett	Student Support Specialist		1
Emma McNeil	ELAR Interventionist		1
Phillip Vaccaro	Science Teacher		1
Sais Sharpe	ELAR interventionist.		1
Valentina Lizcano	Social Studies Teacher		1
Virgina Garcia	Science		1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our scholars in relation to the challenging state academic standards focusing on students who are failing to or are at-risk of failing to meet the rigorous state academic standards and those determined by local policy. The Comprehensive Needs Assessment (CNA) includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged and Gifted & Talented.

The most recent date the Comprehensive Needs Assessment (CNA) was developed/reviewed/revised/approved is noted in the CNA section of Plan4Learning. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA will be documented in the Committees section of Plan4Learning. The committee, as well as specialized subcommittees, will meet throughout the school year as new data becomes available and/or when the needs of scholars require campus-level action. The district goal is to conduct at least 2 meetings during the 2021-2022 fall semester (July 2021-December 2021) and at least 3 meetings during the 2021-2022 spring semester (January 2022-July 2022).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and campus personnel including teachers, paraprofessionals, campus leaders and leadership team members, and district administration. The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other campus staff, as needed. Secondary-level (MS/HS) campuses may also include student input through membership on the CIP team. The list of stakeholders who participate in the development and review of the CIP may be found in Plan4Learning in the Committees section.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's identification as a Title I campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on scholars' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring must include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2)) and "at-risk" students [TEC 42.152(d)].

The date the CIP and District Improvement Plan (DIP) were developed/reviewed/revised/approved is noted in Plan4Learning under the Goals tab for the District and for each campus.

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

The CIP is readily available to parents and the community on our campus website. Upon request, an electronic or paper copy will be provided to interested parties. The CIP has been translated into Spanish and both versions are posted on our webpage. The campus and/or district will, to the extent possible, provide translations into other languages. Communication will be provided to families at the beginning of the year and during the fall Open House to address this option. (ESSA, Sec. 1114(b)(4))

2.4: Opportunities for all children to meet State standards

Campus-wide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) The school determines campus-wide reform strategies based upon formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)) to meet the challenging state academic standards.

This requirement is documented at the strategy level in Plan4Learning. Each strategy meeting the requirements of 2.4 include this Element designation above the strategy.

2.5: Increased learning time and well-rounded education

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education.
Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary to a well-rounded education. The campus identifies at least 1 (one) instructional strategy and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

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

The campus will address the needs of all students it serves with a focus on the needs of students identified as "At Risk" of unsuccessfully demonstrating mastery of the challenging State academic standards.
Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus identifies how it will address the needs of all students including a particular focus on students deemed "At Risk" of not meeting State standards. The campus identifies at least 1 (one) instructional strategy addressing the needs of all students especially the needs of "At Risk" students and student populations and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The school jointly developed a written parent and family engagement policy and a school parent compact with parents and family members of our students. The policy describes the ways Spring ISD fulfills the requirements for partnering with parents and families as we provide a high quality education. Our school believes that this partnership is essential for students to succeed. This partnership includes:

• Assisting parents to understand the state standards (TEKS) and curriculum
• Understanding state (STAAR/EOC) and local assessment standards
• How to work with the school to improve their child's achievement
• Providing materials and training to help parents work with their child, such as literacy and technology training
• Parent curriculum workshops
The School Parent compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement. Spring ISD also embraces family and community engagement as it is clearly outlined in our 5-year Strategic Plan as one of our 5 imperatives:

Engaged Stakeholders in Every Community
Our Parent and Family Engagement performance indicators include:

• Increase percentage of schools with an active PTA or PTO
• Increase percentage of stakeholders participating and engaged/highly engaged with Spring ISD
• Increase parent rating of overall quality of education provided by Spring ISD
• Increased two-way communication with parents and stakeholders
• Increase the number of student-enrichment opportunities with higher education or business partners

A list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy and Compact can be found in the Committees section of Plan4Learning. The Parent and Family Engagement Policy is published on the school's website and distributed throughout our community.

3.2: Offer flexible number of parent involvement meetings

The school provides a flexible number of meetings for parents. At the district level, the parents meet 4 times annually and serve on a Parent Advisory Council. At the school level we encourage our parents to participate in all enrichment activities as well as academic focused training and workshops such as Language Acquisition courses, technology training and many academic and social/emotional focused workshops. We also have a volunteer program in place where parents may donate their time and their talents in the schools, such as reading in the classroom, participating in College and Career Days as well as serving on the Watch DOGS committee.

Title I Personnel

Name	Position	Program	FTE
James Alexander	Instructional Specialist	Title I	1.0
Monique Veal	Social Studies Teacher	Title I	0.5
TBD	Teacher	Title I	1.0

Campus Funding Summary

199 General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	supplies for after school activities, for different club necessities to be used with all students who participate.		$2,000.00
2	2	3	PBIS Rewards		$2,500.00
				Sub-Total	$4,500.00
				Budgeted Fund Source Amount	$5,000.00
				+/- Difference	$500.00

211 Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	intervention supplies: Composition notebooks, Dictionaries, and Novels for Literacy		$5,000.00
1	1	2	Intervention resources notebooks, student supplies, Springboard workbooks by college board and supplemental reading materials grade level novels, and Region 4 reading acceleration curriculum such Stellar or show me and Sirius Curriculum.		$5,000.00
1	1	2	Intervention salaries		$5,000.00
1	1	3	Posters for data tracking and monitoring for each classroom teacher.		$3,500.00
1	1	4	Intervention Salaries for After School and Saturday tutorials of students that did not take last year staar.		$2,500.00
1	2	2	Intervention salaries		$2,000.00
1	2	2	Instructional Software Dimension U. used to accelerate math learners, and Closing distance curriculum from region 4 and Sirius curriculum.		$4,030.00
1	2	4	Intervention Salaries		$2,000.00
1	3	2	Intervention Salaries		$2,000.00
1	4	1	Instructional staff - 1/2 of a social studies FTE used with social studies teacher.		$37,500.00
1	4	2	Staff - Social Studies instructional Coach.		$143,300.00
1	5	1	Novels for Literacy Interventions		$5,000.00
1	6	1	intervention supplies: Composition Notebooks, pencils, paper, and erasers.		$2,300.00
2	2	1	student supplies to inform and teach them about resolving conflict. Reward system for implementing strategies and showing growth.		$500.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Parent involvement supplies		$1,000.00
4	1	2	Community /Parent engagement supplies		$1,500.00
4	1	2	Parent Liaison		$2,000.00
				Sub-Total	$224,130.00
				Budgeted Fund Source Amount	$228,630.00
				+/- Difference	$4,500.00
				Grand Total	$228,630.00

Addendums