

# **Spring Independent School District Roberson Middle School 2023-2024 Improvement Plan**



# 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 and become leaders of tomorrow.

## 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 for opportunities and choices. 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 in 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, afterschool 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 a 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 66% Hispanic, 21% Black, 3% Asian, 3% White, and 4% American Indian/ Alaskan Native students. Additionally, Roberson is a Title I, at-risk campus with 82% of students receiving free and/or reduced lunch. Roberson serves a sub-population of 30% English Learners, 3% Special Education, and 34% 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 800 students for several years due to the 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/MAP 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 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 as 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 are used in classes **Root Cause:** Teachers have not focused on including strategies that focus on meeting the needs of the Gifted and Talented students to push them to mastery level.

**Problem Statement 2 (Prioritized):** Parent involvement needs to be increased and community partnerships need to be established for our new campus. **Root Cause:** RMS moved to a new campus, in a new area. During the year of COVID, new community partnerships were not able to be established, and the PTO is continuing to rebuild and return to being active on campus.

# 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 yielded results for our current demographic of students. These scores were accomplished with targeted tutorials of staff at Roberson. The systems implemented during the 22-23 school year allowed RMS to see growth in the data from the STAAR Test. Eighth-grade Reading improved from at the approaches level but also at the meets and masters level to \_\_% and \_\_%, respectively. 8th grade Science showed improvement at the approaches to \_\_%, meets to \_\_%, and masters level at \_\_%. Our Telpas Data showed that of our \_\_ EB students that were tested, \_\_ of them scored Advanced high, and \_\_ of them scored advanced on the Telpas Composite Rating. None of our students scored in the beginning level. We had a total of \_\_ students take the MAP test for EOY. Our EOY Map Data showed that \_\_% of the students were at/above grade level in mathematics, and \_\_% of all students are at/above grade level in reading.

## Student Learning Strengths

Roberson Middle school was able to see the growth of our students. The goal of last school year was to see growth of the students at all levels, and the EOY data that was yielded from MAP showed that more than \_\_\_\_% 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, math, and reading. In the meets and masters level, Roberson showed improvement in 6th grade reading and math, 7th-grade reading, and math, 8th-grade science, and 8th-grade reading and 8th grade social studies. Roberson staff implemented strategies that required students to prove and defend their answer choices. This strategy help to deepen students understanding and push more students to mastery. Campus leadership held personal one on one talks with students to help them understand where they were and what they needed to do to reach their personal growth goals.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Student mastery needs to be increased in 8th grade Social Studies. **Root Cause:** literacy strategies have not been a part of the social studies classes and creates a lack of support for 8th-grade social studies.

**Problem Statement 2 (Prioritized):** Teachers do not have lessons that are designed to challenge the students and build learning that will promote mastery level growth in all students. **Root Cause:** Newer teachers are not trained for amplify. The instruction they are providing to students to build their mastery levels and prepare students for the future is new curriculum for all teachers.

# School Processes & Programs

## School Processes & Programs Summary

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

1. Silent Code Staff Dismissal
2. Safety Tardy Stations with scanners
3. RTI Counselors Guidance Lessons and Social Skills Field Experiences
4. 10 -minute Rule, no students dismissed from class 10 minutes at the beginning and 10 minutes at the end of the period.

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

1. Daily core instruction for all scholars
2. Blocked grade level/departments cohort same period conference planning
3. Blocked grade level House Teams and PLCs
4. RMS Room Ready: Visual representation, Objectives posted, Language objective posted, Daily Demonstration of learning posted outside or just inside the door.
5. 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; After school Project-Based Learning Enrichment for GT students in Open Sessions of Razor-sharp PBL Odyssey Nights (NEW); Rising STAAR targeted interventions after school Oct-April.
6. 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.
7. On-site campus lead professional development (SIOP training for LEP instruction, Strategies for GT differentiation, and Engagement for All Scholars)

## 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: All teachers arrive at school with the expectation that the first 30 minutes of their workday is dedicated to conference time for core teachers and a morning duty for elective teachers this year, teachers will continue Teach Like a Champion Threshold professional development to enhance student arriving and build and more positive sustainable culture. While in the grade level holding areas the teachers on duty and the administrative team per grade level will complete SEL activities, and build grade-level community.

Roberson implemented Silent Code Staff Dismissal-During the 2016-2017 school year. 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 students followed the expectation of arriving at 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 the bus lineup. 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 6th grade Pod for dismissal with additional staff members and administrators. These students are escorted to the front of the building in an orderly fashion simultaneously. This year the campus will be implementing PBIS that will allow students to be rewarded for their remarkable behavior. It is important to develop a system for scholars who follow the rules and expectations of Roberson. focusing on celebrating the success of student behavior, and not solely on the correction.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** our teachers do not all have the skills needed to provide rigorous engaging lessons to our students. **Root Cause:** Roberson has a history of promoting high-achieving teachers to leadership positions, leaving less experienced teachers on the campus.

**Problem Statement 2 (Prioritized):** Students are struggling socially, and interacting with peers appropriately in their transition from Elementary to Middle School **Root Cause:** Roberson has SEL lessons through classes, we will follow the 7 mindsets daily schedule, and during morning announcement there will be a SEL focus for the Week. Morning holding areas will also allow counselors to meet and interact with their scholars.

**Problem Statement 3 (Prioritized):** New campus leadership is being established on the campus. **Root Cause:** Roberson has a history of being a successful campus, and the teacher leaders and campus leaders are being pulled to higher leadership positions in the district.

# 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 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 abilities so they can flourish and become the leaders of tomorrow.

Our RMS Creeds for Learning are that we:

Work to increase 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 opportunities for students outside of the classroom to compete and use their 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 in any of the communities that are represented at Roberson.

The theme for the 2023-2024 school year is focusing on continuing our path of success which is "Setting the standard for academic excellence."

We understand that at Roberson we are Remarkable, Definitely Not Average, but this year we decided it was important that both staff and students understand what Remarkable DNA means. We define Razorback DNA in students and staff using our 4 core values: Resilient, Relentless, Razorsharp, and Remarkable.

## Perceptions Strengths

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

81% of our parents feel that school-based administrators (principals and assistant principals) are courteous when they have a concern. Families are encouraged to attend school-

sponsored activities, such as Back-to-School Night. Staff members and families treat each other with respect. This school's learning standards and expectations are clearly explained to students. Teachers set high expectations for all students.

84% of our students feel that there is a teacher, counselor, or another staff member to whom a student can go for help with a school problem. All school staff members are aware of the safety and security procedures. Bullying is not tolerated. Teachers set high expectations for all students, and families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances.

According to our School Quality Survey, 78% of participating parents say teachers give timely and helpful feedback.

89% of participating staff members say the school uses family input to improve instruction.

96% of staff rated their school as excellent or good.

Throughout the 2022-2023 school year, we saw a return of parents attending events on campus and allowing their students to participate in after-school events. The Open House and Title 1 meetings were well attended by parents who were thankful for the continuing COVID protocols still being used on campus with students.

This year parents and staff received a weekly newsletter that was updated with the latest information on what was happening around the campus. Parents were able to communicate with their students about trends and talk about student progress. This year parents were invited to a data and desserts talk where they could develop a better understanding of what their student's data meant.

Community Field experiences returned to campus, and that means we need parents as chaperones. This year, the campus will focus on strengthening parent and community partnerships so that our students and campus have more opportunities for exposure.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** The campus needs 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.

# Priority Problem Statements

**Problem Statement 1:** Fewer instructional strategies to address high ESL and Gifted and Talented Special Population are used in classes

**Root Cause 1:** Teachers have not focused on including strategies that focus on meeting the needs of the Gifted and Talented students to push them to mastery level.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Student mastery needs to be increased in 8th grade Social Studies.

**Root Cause 2:** literacy strategies have not been a part of the social studies classes and creates a lack of support for 8th-grade social studies.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Teachers do not have lessons that are designed to challenge the students and build learning that will promote mastery level growth in all students.

**Root Cause 3:** Newer teachers are not trained for amplify. The instruction they are providing to students to build their mastery levels and prepare students for the future is new curriculum for all teachers.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** our teachers do not all have the skills needed to provide rigorous engaging lessons to our students.

**Root Cause 4:** Roberson has a history of promoting high-achieving teachers to leadership positions, leaving less experienced teachers on the campus.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** New campus leadership is being established on the campus.

**Root Cause 5:** Roberson has a history of being a successful campus, and the teacher leaders and campus leaders are being pulled to higher leadership positions in the district.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** The campus needs consistency to promote and sustain sound culture and restorative practices for the diverse population

**Root Cause 6:** 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 6 Areas:** Perceptions

**Problem Statement 7:** Students are struggling socially, and interacting with peers appropriately in their transition from Elementary to Middle School

**Root Cause 7:** Roberson has SEL lessons through classes, we will follow the 7 mindsets daily schedule, and during morning announcement there will be a SEL focus for the Week. Morning holding areas will also allow counselors to meet and interact with their scholars.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Parent involvement needs to be increased and community partnerships need to be established for our new campus.

**Root Cause 8:** RMS moved to a new campus, in a new area. During the year of COVID, new community partnerships were not able to be established, and the PTO is continuing to rebuild and return to being active on campus.

**Problem Statement 8 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals

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


**Performance Objective 1:** By June 2024, students enrolled in Grades 6-8 participating in the 2024 Spring STAAR Reading assessment will increase performance by 1% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 6-8 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the 2024 Spring STAAR Reading assessment.






Performance Level 2023 %      2024 %

Approaches	98%	to	99%
Meets	86%	to	87%
Masters	48%	to	49%

**Evaluation Data Sources:** Checkpoints, daily exit tickets, monitoring tracking sytem, Benchmarks and STEP binder implementation for special populations.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> RMS teachers will provide academic intervention to ensure that students that score within almost Meets and Almost Masters range are included in a small group after School Rising STAAR Intervention Literacy Group to deepen Instruction and mastery, and Almost Approaches students are targeted during Razor-sharp during the day targeted Literacy Group instruction to support initial instruction.  <b>Strategy's Expected Result/Impact:</b> 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. Almost Approaches students are supported to reach approaches and show growth.  <b>Staff Responsible for Monitoring:</b> Student Support Specialist, Interventionist, MCL, and administrators will monitor the daily razor-sharp interventions, to assess that literacy instruction is intentional to meet the needs of the specific learners.  <b>Title I:</b> 2.4  <b>Problem Statements:</b> Student Learning 2  <b>Funding Sources:</b> MCL - 211 Title I, Part A - \$15,000		Formative			Summative
		Oct	Jan	Mar	June
					



Strategy 2 Details		Reviews			
<p><b>Strategy 2:</b> The RLA teachers' will implement instructional strategies within the initial instruction such as peer collaboration, modeling, critical thinking, and immediate teacher feedback. Students will participate in a 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. RLA teachers, administrators, and leaders plan together during PLC to provide at least 2 opportunities for students to make authentic connections by utilizing Habits of discussion during the lesson cycle.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> RLA PLC leads, MCL, and campus administrators will be responsible for modeling and monitoring the instruction and learning that happens in the RLA classes.</p> <p><b>Problem Statements:</b> Student Learning 2</p>		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

### Performance Objective 1 Problem Statements:

Student Learning
<p><b>Problem Statement 2:</b> Teachers do not have lessons that are designed to challenge the students and build learning that will promote mastery level growth in all students. <b>Root Cause:</b> Newer teachers are not trained for amplify. The instruction they are providing to students to build their mastery levels and prepare students for the future is new curriculum for all teachers.</p>

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


**Performance Objective 2:** By June 2024, students enrolled in Grades 6-8 participating in the 2024 Spring STAAR Math assessment will increase performance by 7% at the Approaches and Meets performance levels.






By June 2024, students enrolled in Grades 6-8 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the 2024 Spring STAAR Math assessment.

Performance Level 2023 %    2024 %

Approaches	94%	to	100%
Meets	64%	to	71%
Masters	24%	to	25%

**Evaluation Data Sources:** Benchmarks, End of Topic Carnegie Assessments, Daily exit tickets, tracking system, MATHia tracking, benchmarks and Step Binder implementation for Special Pops.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> 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 a 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show an increase in mastery of the TEKS objectives that were scored in the lower range. students will have the opportunity to deepen their understanding of mathematical concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Math instructional interventionist, ESSER interventionist, MCL, and administrators.</p> <p><b>Title I:</b> 2.4</p> <p><b>Problem Statements:</b> Demographics 1</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> RMS teachers will provide academic intervention to ensure that students who score within almost Meets and Almost Masters range on the prior year STAAR are included in the After-School Rising STAAR Intervention Numeracy Group Instruction. During the school day, small group Razor-sharp targeted numeracy classes for Almost Approaches students are scheduled to strengthen their initial instruction. High mastery level Math targeted students are challenged to participate in math competitions through math club. <b>Strategy's Expected Result/Impact:</b> Students will show growth in their math scores allowing students to move from to the next category of Meets and Masters. The Master level students will maintain their mastery level by participating in competitions and programs that provide rigorous hands-on opportunities to see the objectives in action. <b>Staff Responsible for Monitoring:</b> Student support specialist, MCL, interventionist, and administrators.  <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue as an Opportunity Culture school, and use Multi-Classroom Leaders(MCL) with the 6th grade and 8th grade math teachers. The MCL will work one on one coaching these math teachers. This model will allow the MCL to plan and work with teachers that will provide students with rigorous lessons. The MCL will also have students so that there will be smaller classes. Smaller classes will allow teachers to monitor the growth that is happening with the students in their classes. <b>Strategy's Expected Result/Impact:</b> Smaller class sizes will help promote growth each grading quarter. Using Campus Formative assessments to track growth each quarter <b>Staff Responsible for Monitoring:</b> Multi -Classroom Leaders and Reach Associates  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Fewer instructional strategies to address high ESL and Gifted and Talented Special Population are used in classes <b>Root Cause:</b> Teachers have not focused on including strategies that focus on meeting the needs of the Gifted and Talented students to push them to mastery level.

<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> our teachers do not all have the skills needed to provide rigorous engaging lessons to our students. <b>Root Cause:</b> Roberson has a history of promoting high-achieving teachers to leadership positions, leaving less experienced teachers on the campus.

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


**Performance Objective 3:** By June 2024, students enrolled in Grade 8 participating in the 2024 Spring STAAR Science assessment will increase performance by 3% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grade 8 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the 2024 Spring STAAR Science assessment.

Performance Level 2023 %     2024 %

Approaches	99%	to	100%
Meets	86%	to	89%
Masters	41%	to	42%

**Evaluation Data Sources:** CFA, benchmarks, daily exit ticket monitoring, TEKS data tracking, and Step binder implementation for Special Pops.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> 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 assure 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 "why." Students are required to use their growing knowledge at a rigorous level. We will use SWIVL technology to play a pivotal role in elevating the teaching experience for both new and veteran educators alike. By harnessing the power of SWIVL, we aim to enhance classroom instruction and closely monitor teacher performance, fostering an environment of continuous improvement and growth. Through this comprehensive platform, we will empower our teachers to engage in self-reflection, receive constructive feedback, and implement data-driven strategies to ensure optimal student learning outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will provide scaffolded lessons that promote rigorous learning and deepen the understanding of the TEKS. Students will be able to have academic discussions and make real-world connections.</p> <p><b>Staff Responsible for Monitoring:</b> PLC Leaders and Administrators</p> <p><b>Title I:</b> 2.4</p> <p><b>Problem Statements:</b> Demographics 1</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> RMS will ensure that all teachers lead interventions certifying that the Almost Meets and Almost Masters students are in Rising STAAR After School Interventions and Almost Approaches are in the targeted during the day Academic interventions; High mastery level Science targeted students participate in Rising STAAR After School Interventions, and pulled to participate in the Science fair. <b>Strategy's Expected Result/Impact:</b> Increase the growth of students who are already approaching, and meets level by identifying and challenging the mastery students to keep them at the mastery level. <b>Staff Responsible for Monitoring:</b> Student Support Specialist, PLC lead, and Administrator.  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1		Formative			Summative
		Oct	Jan	Mar	June
		N/A			
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Fewer instructional strategies to address high ESL and Gifted and Talented Special Population are used in classes <b>Root Cause:</b> Teachers have not focused on including strategies that focus on meeting the needs of the Gifted and Talented students to push them to mastery level.

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






**Performance Objective 4:** By June 2024, students enrolled in Grade 8 participating in the 2024 Spring STAAR Social Studies assessment will increase performance by 5% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grade 8 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the 2024 Spring STAAR Social Studies assessment.

Performance Level 2023 %    2024 %

Approaches	82%	to	87%
Meets	39%	to	44%
Masters	13%	to	14%

**Evaluation Data Sources:** CFA, Benchmarks, Exit ticket monitoring and step binder implementation for Special POPs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> 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 the historical text in addition to using the station teaching model of instruction. Teachers will create exercises that promote civic learning engagement by utilizing Active Classroom and Flocabulary to promote conceptualization. Teachers will meet in PLCs to establish the high-powered TEKS that need to be addressed.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are more engaged in the lesson and discussion to make connections that will support their academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> PLC leaders, teachers, and Administrators.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 4 Problem Statements:

### Student Learning

**Problem Statement 1:** Student mastery needs to be increased in 8th grade Social Studies. **Root Cause:** literacy strategies have not been a part of the social studies classes and creates a lack of support for 8th-grade social studies.



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

**Performance Objective 5:** By June 2024 (EOY), 42% of students enrolled in Grades 6-7 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 57%

**Evaluation Data Sources:** BOY and MOY assessments, tracking of underperforming students and progress monitoring through campus acceleration classes for literacy.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<p><b>Strategy 1:</b> Students will participate in daily reading acceleration classes. The reading acceleration classes will contain lessons that will support reading strategies where they will participate in Literacy lessons that will support the High Power TEKS from novels that are student choice. Activities that are student-centered and real-world connections are facilitated by all teachers. Teachers will also implement APEX into the acceleration classes to promote growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a better understanding of the reading objectives that they are learning in their ELA class and support the growth that is happening daily.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Interventionist, MCL, and administrators.</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Student Learning 2</p>				
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

**Performance Objective 5 Problem Statements:**

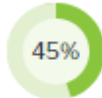




Student Learning
<p><b>Problem Statement 2:</b> Teachers do not have lessons that are designed to challenge the students and build learning that will promote mastery level growth in all students. <b>Root Cause:</b> Newer teachers are not trained for amplify. The instruction they are providing to students to build their mastery levels and prepare students for the future is new curriculum for all teachers.</p>

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

**Performance Objective 6:** By June 2024 (EOY), 48% of students enrolled in Grade 8 participating in the NWEA MAP Math Assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 60%

**Evaluation Data Sources:** BOY and MOY assessments, tracking of underperforming students and progress monitoring through campus acceleration classes for numeracy.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> Students will participate in daily acceleration intervention classes where they will participate in Numeracy lessons that will support the math TEKS objectives they are learning in class that has 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. To support student growth Math STREAM will be used to support Tier III instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, MCL, and administrators.</p> <p><b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes &amp; Programs 1</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 6 Problem Statements:**






School Processes & Programs
<p><b>Problem Statement 1:</b> our teachers do not all have the skills needed to provide rigorous engaging lessons to our students. <b>Root Cause:</b> Roberson has a history of promoting high-achieving teachers to leadership positions, leaving less experienced teachers on the campus.</p>

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

**Performance Objective 7:** By June 2024, the campus will maintain a 96% attendance rate.

2023 Attendance Rate: 96.4%

**Evaluation Data Sources:** Attendance team tracks and monitors student absences, grade level initiatives and competitions for improved attendance. Attendance walks and attendance contracts with monitored students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> A team of school leaders will make up the attendance committee to create attendance incentives and monitor student attendance and intervene when students are missing more than 10 % of the days. The team will connect with the families by making calls and home visits to speak with parents and get involved with helping the students attend school. Attendance Celebrations will be held every month.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Campus teachers on the Attendance team, Student Support Specialists, and administrators.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 7 Problem Statements:**






Perceptions
<p><b>Problem Statement 1:</b> The campus needs consistency to promote and sustain sound culture and restorative practices for the diverse population <b>Root Cause:</b> 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.</p>

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

Performance Objective 1: By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

HB3 Goal

Evaluation Data Sources: Data Tracking in PLC's, STEP Binder Monitoring for Special POPS focusing on EB learners and GT learners growth.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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 Classroom 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.  <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> PLC team leads, Teachers, and administrators.  <b>Title I:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div></div>				






Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Fewer instructional strategies to address high ESL and Gifted and Talented Special Population are used in classes <b>Root Cause:</b> Teachers have not focused on including strategies that focus on meeting the needs of the Gifted and Talented students to push them to mastery level.

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

**Performance Objective 2:** By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

**Evaluation Data Sources:** The Discipline Data Team will use campus created student discipline/ parent contact logs, eSchool conduct referral system, as well as qualitative data collected from weekly grade level meetings to monitor and track discipline issues.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> 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 Classroom 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> PLC team leads, Teachers, and administrators.</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 1</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

### Performance Objective 2 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> Fewer instructional strategies to address high ESL and Gifted and Talented Special Population are used in classes <b>Root Cause:</b> Teachers have not focused on including strategies that focus on meeting the needs of the Gifted and Talented students to push them to mastery level.</p>

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

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a XX% rate .

Evaluation Data Sources: Parent Surveys, Sign-In Sheets, Engagement on Social Media Platforms.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> All stakeholders will feel welcomed to RMS and will volunteer as well as act as advocates on behalf of all students represented on campus. <b>Staff Responsible for Monitoring:</b> Administrators, Department Chairs, Counselors, and Family Empowerment Liaison.  <b>Title I:</b> 4.1, 4.2 <b>Problem Statements:</b> Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div></div> 25%			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				






Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Parent involvement needs to be increased and community partnerships need to be established for our new campus. <b>Root Cause:</b> RMS moved to a new campus, in a new area. During the year of COVID, new community partnerships were not able to be established, and the PTO is continuing to rebuild and return to being active on campus.

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

**Performance Objective 1:** By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

**Evaluation Data Sources:** Sign -In Sheet (Participants)  
Agendas  
Qualitative and quantitative surveys,  
Impact Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monthly community circles are held with all students on Winning Wednesdays through acceleration classes. Circles will focus on a character trait and the 7 Mindsets curriculum. Counselors will provide SEL lessons to student groups who need support and need extra support .  <b>Strategy's Expected Result/Impact:</b> Students will learn important character traits and skills to be impactful well-rounded members of the learning community. <b>Staff Responsible for Monitoring:</b> Campus Restorative Justice TOT, counselors, and administrators.  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> Students are struggling socially, and interacting with peers appropriately in their transition from Elementary to Middle School <b>Root Cause:</b> Roberson has SEL lessons through classes, we will follow the 7 mindsets daily schedule, and during morning announcement there will be a SEL focus for the Week. Morning holding areas will also allow counselors to meet and interact with their scholars.

**Goal 5: OPPORTUNITIES** - Expand academic offerings so students can explore, learn, and excel

**Performance Objective 1:** To maintain campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.

**Evaluation Data Sources:** Flyers,  
Communication Logs,  
sign in sheets  
Volunteer Sign in Sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> As a school of choice, we will return to our campus expo that will welcome elementary students to attend campus events and see all of the offerings that are available on our campus. The counselors, when they are visiting elementary schools, will also include students to share their excitement about attending Roberson Middle School.</p> <p>TEA Priorities None</p> <p>ESF Levers Lever 3: Positive School Culture</p> <p>Problem Statements Demographics 2</p> <p><b>Strategy's Expected Result/Impact:</b> The interest and excitement to apply and attend will increase, allowing the campus to maintain its expected enrollment.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Counselors, Special Program coordinator, and Campus Leadership Team</p> <p><b>Title I:</b> 4.1</p> <p><b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**



### Demographics

**Problem Statement 2:** Parent involvement needs to be increased and community partnerships need to be established for our new campus. **Root Cause:** RMS moved to a new campus, in a new area. During the year of COVID, new community partnerships were not able to be established, and the PTO is continuing to rebuild and return to being active on campus.

**Goal 6: LEADERSHIP** - Identify and support all leaders across every level of the organization

**Performance Objective 1:** By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.

**Evaluation Data Sources:** Profession Development Attendance Tracker  
Walkthroughs  
Campus monitoring system  
Campus based PDs.






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Roberson has designated teachers who will act as Trainer of Teachers (TOT) for the foundational and level 2 springway systems. The PD will be provided on campus to follow up with teachers who may need extra support. Springway Systems and routines will be monitored weekly by the instructional leadership team. We will be highlighting staff members who show strength and success with the systems allowing them to be exemplars.  <b>Strategy's Expected Result/Impact:</b> Instructional practices will increase because of the use of systems in routines in place. The teachers will have strategies that will  <b>Staff Responsible for Monitoring:</b> Administrators, Instructional leadership team, and Department Chairs.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> The campus needs consistency to promote and sustain sound culture and restorative practices for the diverse population <b>Root Cause:</b> 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.

**Goal 6: LEADERSHIP** - Identify and support all leaders across every level of the organization

**Performance Objective 2:** By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administrative team will create a monitoring system to ensure that all teachers receive TTESS observations on schedule and complete all the necessary training to provide feedback that is timely and effective. <b>Strategy's Expected Result/Impact:</b> Admin team will meet regularly to collaborate on the instruction that is being provided on campus based on the campus instructional focus. <b>Staff Responsible for Monitoring:</b> Administrators.  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 3:</b> New campus leadership is being established on the campus. <b>Root Cause:</b> Roberson has a history of being a successful campus, and the teacher leaders and campus leaders are being pulled to higher leadership positions in the district.

# State Compensatory

## Budget for Roberson Middle School

**Total SCE Funds:** \$5,000.00

**Total FTEs Funded by SCE:** 5

### Brief Description of SCE Services and/or Programs

The funds will be used to pay for tutorial materials for students such as journals, pencils, and pens. It will also provide supplemental pay for staff who are providing after-hours tutorials to targeted student groups.

## Personnel for Roberson Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ariana Caldwell	Science Teacher	1
James Alexander	Student Support Specialist	1
Philip Vaccaro	Science Teacher	1
Valentina Lizcano	Social Studies Teacher	1
Virginia Garcia	Science Teacher	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chastity Mbachu	MCL Stipend	Title	.25
Emma Mcneil	MCL Stipend	Title	.25
JoNeQuiA Powers	Instructional Specialist	Title	1
JoNeQuiA Powers	MCL Stipend	Title	.25
Wendell Martin	Social Studies Teacher	Title	1