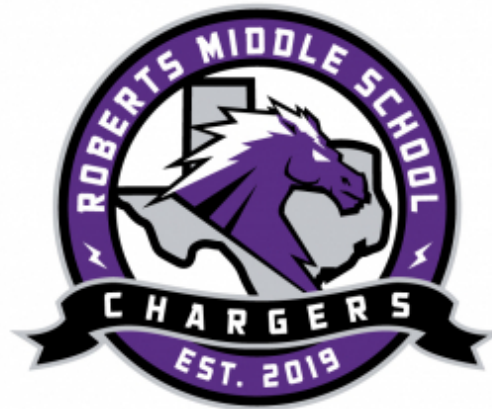


Lamar Consolidated Independent School District

Roberts Middle School

Campus Improvement Plan

2020-2021



Board Approval Date: October 15, 2020

RMS is the sixth grade campus for Leaman Junior High

Mission Statement

Campus Mission: RMS is committed to building a positive and safe culture through fostering meaningful relationships. As Chargers, we honor each others' differences, and empower each other to be life-long learners. The Charger tradition begins here.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Roberts Middle School is a 6th grade only campus in Lamar Consolidated ISD. We have 5 feeder elementary campuses: Lindsey Elementary, Tamarron Elementary, Hubenak Elementary, Bentley Elementary, and Huggins Elementary. Roberts MS is located in Fulshear, TX. Our community is growing rapidly and our enrollment continues to increase.

Enrollment by Race:

American Indian or Alaskan Native

.3%

Asian 4.9%

Black or African American
22%

Native Hawaiian or Other Pacific Islander
.3%

White 44%

Hispanic/Latino Ethnicity
25%

Multi-Racial 4%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Special Education sub-population is the lowest performing sub-population at Roberts. **Root Cause:** The data shows that the Special Education population had 27% Approaches on Reading STAAR and 51% Approaches on Math STAAR.

Problem Statement 2: Our Economically Disadvantaged sub-population met 70% on Reading STAAR.

Problem Statement 3: Our Hispanic sub-population met 76% on Reading STAAR.

Problem Statement 4: ELL students at Leaman for Approaches scored 37% on Reading as 6th graders.

Student Learning

Student Learning Summary

Roberts MS opened last year, so due to COVID we do not have STARR data. We do have benchmark data for Math and Reading from January 2020. Math we had 91% Approaches, 57% Meets, and 19% Masters. Reading we had 87% Approaches, 56% Meets, and 32% Masters.

School Processes & Programs

School Processes & Programs Summary

Roberts MS staff continues to grow with increasing enrollment. All departments meet for planning on Mondays during their conference time which facilitators and administrators also attend. We meet with each department for data teams each six weeks to discuss student performance and address student concerns. We have Charger WIN which is our RtI plan. Students are grouped based on need and interventions are provided during Charger WIN.

Perceptions

Perceptions Summary

This is our 2nd year and we continue to build our culture. We use the House System as part of our PBIS structure which is built around Character Counts. Mission Statement: Roberts Middle School is committed to building a positive and safe culture through fostering meaningful relationships. As Chargers, we honor each other's differences, and empower each other to be life-long learners. The Charger tradition begins here.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

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
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Goal 1: By May 2021, all 6th grade students who have not Mastered the Reading and Math STAAR test will show growth by at least 5% to increase the number of students meeting Approaches, Meets, and Masters.

Performance Objective 1: Improve Tier 1 instruction.

Evaluation Data Sources: Completed Campus PLC form including the 4 Essential Questions. As evidenced through lesson plans and class activities in Canvas and classroom observation. Weekly planning form includes lesson plans and class activities. Staff Sign-In Sheet and feedback form.

Summative Evaluation: None

<p>Strategy 1: PLCs every six weeks to analyze TEKS and develop interactive and engaging lessons based on unwrapped TEKS at the appropriate level of rigor. Every Six Weeks.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Teachers and Facilitators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Utilize Lead4ward Resources such as TEKS snapshot, TEKS scaffold, academic vocabulary, field guides and IQ release Items Analysis Tool to design lessons and assessments at the appropriate level of rigor. Weekly</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Teachers and Facilitators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: During our Monday planning meetings, teachers will unwrap the TEKS to ensure instructional activities are aligned to the TEKS. Daily</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Teachers and Facilitators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4: Provide Professional Development including how to have effective PLCs, quality Tier 1 Instruction, and implementing RtI. September 2020 to May 2021 Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Administration and Facilitators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: By May 2021, all 6th grade students who have not Mastered the Reading and Math STAAR test will show growth by at least 5% to increase the number of students meeting Approaches, Meets, and Masters.

Performance Objective 2: Disaggregate data to discover areas of improvement and provide targeted support to address student needs.

Evaluation Data Sources: Data Team spreadsheet and Charger WIN Time lesson plans. Student District Assessment Goal Sheet. 75% of identified students will pass the STAAR assessment.

Summative Evaluation: None

<p>Strategy 1: Meet in PLC's to monitor students growth towards Approaches, Meets, and Masters.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Administrators, Facilitators, and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Identify specific learning gaps and develop RtI lesson plans for Chargers WIN Time. Students will be grouped for Charger WIN Time based on student needs. August 2020 to May 2021</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Math Facilitator and Literacy Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: Create Chargers WIN Time groups by disaggregating TEA Interim/Progress Monitoring Assessment data using Eduphoria AWARE to determine strengths and weaknesses in individual objectives. Every grading period.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Administrators, Core Team, and Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 4: Teachers will focus on instructional strategies needed to improve individual student mastery of learning objectives by setting goals in Charger WIN Time. September 2020 to May 2021</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5: Provide AM/PM tutorials. Tutorials will be provided via zoom for on-campus and virtual students. September 2020 to May 2021 Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Teachers, Math Facilitator, and Literacy Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Provide targeted tutorials for at-risk students in the Spring based on Benchmark Data. February 2021 to May 2021 Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: ELAR and Math Teachers, Math Facilitator, and Literacy Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$1,998	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: By May 2021, all 6th grade students who have not Mastered the Reading and Math STAAR test will show growth by at least 5% to increase the number of students meeting Approaches, Meets, and Masters.

Performance Objective 3: Provide strategic support such as appropriate materials/resources to enhance instruction for all students, including students identified as at-risk.

Evaluation Data Sources: Staff attendance documentation. As evidenced through lesson plans and class activities in Canvas and classroom observation.

Summative Evaluation: None

<p>Strategy 1: Continue to hire teachers, paraprofessionals and supplemental staff to help at-risk students. Until filled.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Provide necessary materials/resources based on student needs to enhance lessons for ELs. By January 2021</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Principal and ESL Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$1,256</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: Provide Professional Development including how to have effective PLCs, quality Tier 1 Instruction, implementing RtI for At-Risk students, and how to use virtual resources for online students. August 2020 to May 2021</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Math Facilitator, Literacy Coach and Digital Learning Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$31,750</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 4: ESL Coach will provide content specific ESL trainings during conference periods to increase teacher understanding of the ELPS and strategies for implementing reading, writing, speaking, and listening activities in their lessons to develop academic language for ELLs. August 2020 to May 2021</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: ESL Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5: Purchase instructional materials for tutorials for at-risk student needs as identified by the Spring Benchmark Data.
February 2021 to May 2021

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: ELAR and Math Teachers, Math Facilitator, and Literacy Coach


TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$1,665

Reviews			
Formative			Summative
Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 2: By May 2021, all 6th grade Sped. students will increase their performance by 10% on the Math and Reading STAAR test.

Performance Objective 1: Identify student learning gaps to determine areas of need for student growth. Review student performance data, IEP Goals, and service plans.

Evaluation Data Sources: Identified students will show growth in their performance on the progress monitoring assessment as compared to previous data.

Summative Evaluation: None





<p>Strategy 1: Review I-Ready data for BOY, MOY, and EOY for Math and Reading. Identify TEKS that were low performing and develop lesson plans to target the low performing TEKS. September 2020 to May 2021</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, and Facilitators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Group students by need for Chargers WIN Time to provide targeted instruction including I-Ready. September 2020 to May 2021</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, and Facilitators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: Special Education staff will conference with virtual students to check for understanding, clarify and reteach. September 2020 to May 2021</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Special Education Staff</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 4: Review Math and Reading I-Ready data used to scaffold instruction. Daily</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Sped. Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: By May 2021, all 6th grade Sped. students will increase their performance by 10% on the Math and Reading STAAR test.

Performance Objective 2: Meet the needs of struggling special education students.

Evaluation Data Sources: Identified students will show growth in their performance on the progress monitoring assessment as compared to previous data.

Summative Evaluation: None

Strategy 1: Provide AM/PM tutorials. Tutorials will be provided via zoom for on-campus and virtual students. September 2020 to May 2021 Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Group students by need for Chargers WIN Time to provide targeted instruction. September 2020 to May 2021 Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Special Education staff will provide one-on-one targeted interventions to close learning gaps. September 2020 to May 2021 Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Special Education Staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Implement Moving with Math to target individual student needs. Daily Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Sped. Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 3: Starting August 2020 and running through May 2021, Roberts MS will implement PBIS across the campus to develop relationships with students and teachers, ultimately limiting number of discipline reports to less than 25% of student population.

Performance Objective 1: Implement positive behavioral interventions and supports (PBIS) as a schoolwide approach to make Roberts MS safer and improve student behavior.

Evaluation Data Sources: Percent of student population referred to office will be 25% or less in the 2020 school year. Roberts MS will have a low number of incidents of bullying when compared to other secondary campuses in the district. Skyward discipline data and Minor Offense forms turned in.

Summative Evaluation: None

<p>Strategy 1: Students will attend Charger Camp the first day of school. Students will learn Behavior Expectations, PBIS, and Character Counts House System. August 2020</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Virtual Students will have zoom etiquette and online expectations. August 2020 to May 2021</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: House System will be implemented based on Character Counts. August 2020 to May 2021</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Administration and Core Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 4: House Days will be implemented to build positive relationships with students and staff. Three times per six weeks.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Administration and Core Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 5: Character lessons will be implemented monthly. August 2020 to May 2021</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June





<p>Strategy 6: Roberts MS staff will use the Roberts MS PBIS Behavior Management Flow Chart, and Roberts MS Minor Offense form to create consistency with discipline management across the campus. August 2020 to May 2021</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: By May of 2021, Roberts MS will develop systems and programs promoting parent communication and involvement in school activities as measured by the climate survey.

Performance Objective 1: Implement multiple systems for Parent Communication.

Evaluation Data Sources: Facebook, Twitter and Remind followers will increase by 25% in our 2nd school year. 50% of parent responders will rate our school as an "A" school on the parent climate survey. Evidence on Teacher Canvas page.

Summative Evaluation: None

<p>Strategy 1: Roberts MS staff including administration, departments, and club sponsors will develop online alert systems including campus Facebook page, Twitter, Remind, and Skylert to communicate with students, parents, and the community about important dates and also to celebrate student successes. August 2020 to May 2021</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Administration, teachers and club sponsors.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Teachers will respond to parents within one school day of receiving parent inquiries by email or by phone. August 2020 to May 2021</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: Teachers will utilize Canvas announcements to inform parents of learning objectives, assignments, quiz and test dates. August 2020 to May 2021</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 4: Professional development will be provided during Tech Wednesdays on the use of Remind, teacher Canvas page, and other online communication tools. Teachers will be encouraged to utilize online systems to increase their digital communication to parents and students. August 2020 to May 2021</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Digital Learning Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: By May of 2021, Roberts MS will develop systems and programs promoting parent communication and involvement in school activities as measured by the climate survey.

Performance Objective 2: Increase parent Involvement in school activities.

Evaluation Data Sources: 50% of parent responders will rate our school as an "A" school on the parent climate survey. Parent participation at virtual events. Parent participation in Canvas courses and/or zoom meetings.

Summative Evaluation: None

Strategy 1: Roberts MS staff will build relationships with parents and community members by supporting the development of a PTO. August 2020 to May 2021 Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: All Staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Roberts MS will plan virtual evening events for students and families such as Open House and Math/STEM night. August 2020 to May 2021 Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: EL families will be invited to view an informational power point/video during Open House and during the Math/STEM night. September 2020 and March 2021 Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: ESL Coach TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

State Compensatory

Personnel for Roberts Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Steffenie Horelica	Literacy Coach	Literacy Coach	50

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Pat Castenson	
Classroom Teacher	Dawn Flowers	
Classroom Teacher	Rebecca Chmelik	
Classroom Teacher	Scot Pankey	
Classroom Teacher	Selin Dilek	
Administrator	Eugenia Antoine	
Non-classroom Professional	Satta Testamark	
District-level Professional	Linda Tayler	
Business Representative	Brooke Beierle	
Parent	Ashlea Brown	

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			\$1,998.00
1	3	3			\$31,750.00
1	3	5			\$1,665.00
Sub-Total					\$35,413.00
Budgeted Fund Source Amount					\$35,413.00
+/- Difference					\$0.00
199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$35,600.00
+/- Difference					\$35,600.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$1,256.00
Sub-Total					\$1,256.00
Budgeted Fund Source Amount					\$1,396.00
+/- Difference					\$140.00
Grand Total					\$36,669.00

Addendums