

Katy Independent School District

McRoberts Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

To promote a **P**ositive and **M**otivating environment for **E**veryone.

Vision

McRoberts Elementary School is a nurturing, safe and professional environment that supports the educational success of all students. Instruction is purposeful, engaging, and curriculum based, with a focus on student achievement. All McRoberts staff will be reliable, highly qualified and caring individuals who are knowledgeable on the instructional needs of each student. Parents will be positive, supporting members of the school community. Students will be respectful, self-disciplined, productive individuals who always strive to do their best.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Revised July 2022

For the 2022-2023 school year, McRoberts Elementary will focus on improving:

1. Parental Involvement
2. Teacher Professional Development
3. Formative Assessments
4. Small Group Instruction
5. Individualized Differentiated instruction for all students

Demographics

Demographics Summary

McRoberts Elementary is a 25 year old, Pre-Kindergarten through 5th grade Bilingual Title I campus in Katy ISD. The campus currently houses a variety of special education programs including Early Childhood Autism Program (ECAP), Young Childhood Autism Program (YCAP), Autism Support and Intervention Program (ASIP), and an Early Childhood Special Education (ECSE) program.

Although this improvement plan focuses on the 2022-2023 school year, the demographic information comes from information available in the 2020-2021 Texas Academic Performance Report. Student enrollment at McRoberts Elementary has remained consistent in the past few years, with student enrollment hovering around 680 students. We ended the 2021-2022 school year with an enrollment of 691 students, and we are projected for an enrollment of 658 students for 2022-2023. McRoberts continues to be a diverse campus with 67.1% Hispanics, 16.4% African American, 11.9% White, 3.2% Asian, .1% American Indian, and 1.3% Two-or-More Races.

The 11.5% student mobility rate for McRoberts Elementary is above the district average but below the state average. At 99.2%, the attendance rate is above the state and district average. The campus attributes this achievement to a strong partnership with parents and a focus on high-quality education. McRoberts Elementary student groups include 47.9% Emergent Bilingual Students, 1.5% Gifted and Talented, and 17.7% Special Education. Additionally, 69.7% are economically disadvantaged and 62.8% are identified as At-Risk.

McRoberts Elementary employs 104 highly qualified teachers and paraprofessionals. We place a high priority in hiring great teachers and support staff, and actively pursue candidates through our district Job Fair, personal connections, and recruiting trips to local universities. We support every teacher new to McRoberts with a buddy or mentor teacher. New hires will be supported by an updated district mentoring model that includes a full week for new staff onboarding. We regularly provide campus-based New Teacher training with our Instructional Coaches and mentors. Each new teacher attends scheduled new staff training days which are led by the building principal and other leadership team members. Throughout the year, new teachers have the opportunity to participate in learning walks, meet with instructional coaches, and participate in professional development sessions. They also get in-depth information regarding grading practices, parent conferences, special education requirements, and end-of-the-year procedures. With one on one buddies assigned to every new staff member, we provide ongoing, targeted, job-embedded professional learning. As of June of 2022, 96% of teachers are ESL certified. We encourage all teachers to become ESL certified since 47.9% of our student population are English Learners. McRoberts Elementary will welcome 8 new teachers to campus for the 2022-2023 academic year. The staff turnover rate can be attributed to teachers looking for growth opportunities that were not available on campus. The McRoberts Administration team will continue to look for ways to solicit feedback from current staff. It is important for the McRoberts Administrative team to evaluate current practices and recognize staff for their hard work throughout the school year. A plan for monitoring our retention strategy during the upcoming year will help admin identify trends and root causes, as well as take necessary action. Through a classroom walkthrough rotation, the Instructional Leadership Team will discuss opportunities for growing and supporting our teachers throughout the year. As of July 2022, PME had a total number of 1130 absence days for staff for reasons other than professional development and school business. This averages to approximately 5.98 absences on campus each day for the 2021-2022 academic year. Absence reasons included: Personal Illness, Family Illness, Death, COVID, Disability, and Personal Business. COVID specific coded absences were 191 days. Absenteeism is a workplace challenge and was a struggle this past year due to COVID learning loss and the mental health needs of educators. When school staff is absent they cannot contribute in meaningful ways to the achievement of the school's goals and objective

Demographics Strengths

McRoberts Elementary has many strengths. Some of the most notable demographic strengths include:

1. Many families move into our area for the high quality of our school. Because our families value education, we have increasing numbers of parents and guardians who are committed to student success.
2. With the increasing diversity among our student population, PME becomes more and more reflective of society as a whole. With a diverse student population, our students develop life-long skills and an ability to collaborate with peers of all backgrounds. We believe we are equipping young learners to collaborate with all kinds of people. We find that

McRoberts Elementary students are very accepting of new students regardless of race or ethnicity. The special education programs available on campus also allow our student population to be more accepting of others with disabilities.

3. Our attendance rate at McRoberts Elementary continues to remain about the same, fluctuating between 96% to 99% for each of the last 10 years. The rate is also above both the state and district averages. Families at McRoberts Elementary value and understand that attendance is crucial to student success.

4. Students who are withdrawn from McRoberts are typically moving within the district.

5. Some of the McRoberts Elementary notable strengths for maintaining high quality staff include: New Teacher Onboarding (described above); Mentor or Buddy Teachers for every teacher that is new to the campus; Support of the Instructional Support team in the classrooms of every person new to PME; Learning Walks are made available for every teacher to visit and learn from professional colleagues; Professional development provided at staff meetings and supported through additional PD opportunities at the local, state, and national level. Grade level professional learning communities strengthen instruction through weekly planning with our Instructional Coaches; Administrative walkthroughs occur multiple times per semester for every teacher to receive crucial feedback; Vertical teams strengthen the alignment of curricular objectives and instructional strategies across grade levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 62.8% of McRoberts' student population is considered at-risk. This is above the district and state average. **Root Cause:** Many students at McRoberts Elementary are classified At-Risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.

Problem Statement 2: Student achievement is below the district average in reading and math. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

Problem Statement 3 (Prioritized): Student achievement is below the district average in math and reading. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

Student Learning

Student Learning Summary

Overall schools in Texas receive scores in three state accountability areas as well as an overall grade. Due to COVID-19, all campuses received a designation of "Not Rated: Declared State of Disaster" for the 2019-2020 and 2020-2021 School Years. Accountability data for the 2021-2022 school year has not been released. Campus improvement areas will be based on preliminary data from the STAAR assessments from the spring of 2022.

Due to the disruption in learning caused by the ongoing COVID-19 pandemic, additional focus will need to be given to students whose learning gaps during the pandemic. Many of the problems PME faces in relation to student achievement relates to students' lack of language development (among both monolingual and bilingual students). A high percentage of our students have not yet developed their academic language, so this has been a major emphasis on our campus. TELPAS data indicates that there is additional focus needed in developing language skills for our Emergent Bilingual students.

TELPAS: STUDENTS PROGRESS IN COMPOSITE SCORES BY AT LEAST ONE PROFICIENCY LEVEL

GRADE	2019	2020	2021	2022
First Grade	74%	N/A	67%	63%
Second Grade	39%	N/A	0%	15%
Third Grade	64%	45%	25%	61%
Fourth Grade	43%	36%	47%	32%
Fifth Grade	60%	73%	59%	49%

*2020 Data not available due to COVID-19.

A comparison of STAAR scores at the Approaches level for All Students shows that the 2022 scores showed a 9% increase in reading, a 13% increase in math, and a 9% increase in science. While we were able to see a recovery in reading, math and science, scores continue to score below pre-covid numbers due to the disruption of hands on learning opportunities during the pandemic.

All Grade Levels (Approaches)			
STAAR	2019	2021	2022
Reading	84%	73%	82%
Math	82%	66%	79%
Writing	65%	46%	
Science	86%	74%	83%

*The standalone writing assessment was discontinued after the 2021 administration. A new combined Reading/Language Arts assessment will be taken beginning in 2023.

The 2022 STAAR scores include the performance levels of Approaches, Meets, and Masters Grade Level Performance. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students have shown mastery of the content and have a high probability of success in the next grade level.

2022 STAAR All Students	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Reading	83%	62%	33%
4th Reading	76%	58%	30%
5th Reading	87%	65%	34%
3rd Math	77%	54%	36%
4th Math	75%	40%	21%
5th Math	85%	46%	18%
5th Science	83%	59%	23%

READING Looking deeper at the comparison between STAAR reading 2022, 2021 and 2019 for all grade levels, and sub-populations revealed the following:

STAAR Reading (Approaches)			STAAR Reading (Meets)			STAAR Reading (Masters)					
	2019	2021	2022		2019	2021	2022		2019	2021	2022
3rd Grade	82%	75%	83%	3rd Grade	50%	37%	62%	3rd Grade	39%	20%	33%
4th Grade	79%	61%	76%	4th Grade	49%	26%	58%	4th Grade	21%	10%	30%
5th Grade	92%	82%	87%	5th Grade	65%	47%	65%	5th Grade	36%	26%	34%

An analysis of scores for each student group at all grade levels in reading revealed the following:

- Special Education scores at the approaches level show an 1% increase from 2021 and are 16% higher than pre-pandemic levels. Overall, 50% of special education students scored at the approaches level, which is 32% lower than the campus average. Special education students scoring at the meets level increased by 17% from 2021 and students scoring at the masters level increased by 1%.
- Students considered economically disadvantaged scored 1% lower than the campus average for approaches, 2% lower for meets, and 3% lower for masters.
- Emergent Bilinguals (EB's) scoring at the approaches level was 76%, an increase of 8% from 2021.
- Hispanic students approaches percentage increased from 70% in 2021 to 82% in 2022. Scores at the meets level increased 26% and scores at the masters level increased 13%.
- African American students scoring at the approaches level was 79%, an increase of 6% from 2021. Meets increased 13%, and Masters increased by 13%
- White students scoring at the approaches level was 84%, an increase of 6% from 2021. Meets increased 28%, and Masters increased by 11%.

MATH Looking deeper at the comparison between STAAR math 2022, 2021 and 2019 for all grade levels, and sub-populations revealed the following:

STAAR Math (Approaches)				STAAR Math (Meets)				STAAR Math (Masters)			
	2019	2021	2022		2019	2021	2022		2019	2021	2022
3rd Grade	88%	66%	77%	3rd Grade	59%	31%	54%	3rd Grade	27%	16%	36%
4th Grade	64%	62%	75%	4th Grade	34%	31%	40%	4th Grade	19%	10%	21%
5th Grade	95%	71%	85%	5th Grade	57%	43%	46%	5th Grade	35%	26%	18%

An analysis of scores for each student group at all grade levels in math revealed the following:

- Special Education scores for students scoring at the approaches level increased by 11% in 2022 to 52%, Meets increased 17% to 27%, and Masters decreased 6% to 9%.
- Economically disadvantaged students scoring at the approaches level increased by 14% in 2022 to 76%, Meets increased 13% to 45% (2% below campus average), and Masters increased by 7% to 21% (4% below campus average).
- African American students scoring at the approaches level increased 24% to 79% (matching the campus average), Meets increased 11% to 38% (9% below the campus average) and Masters increased 8% to 22% (3% below campus average).
- Hispanic students scoring at the approaches level increased 11% to 78% (1% below campus average), Meets increased 13% to 47% (matching the campus average) and Masters increased 9% to 23% (2% below campus average).
- White students scoring at the approaches level increased by 6% to 78% (1% below the campus average), Meets increased 14% to 53% (6% above the campus average) and masters remained at 22% (3% lower than the campus average overall).
- EBs scoring at the approaches level increased by 9% to 76% (3% below the campus average), Meets increased 12% to 42% (5% below the campus average) and masters increased 10% to 19% (6% lower than the campus average overall).

SCIENCE Looking deeper at the comparison between STAAR science 2022, 2021 and 2019 for science in all sub-populations revealed the following:

STAAR Science (Approaches)				STAAR Science (Meets)				STAAR Science (Masters)			
	2019	2021	2022		2019	2021	2022		2019	2021	2022
5th Grade	86%	74%	83%	5th Grade	64%	41%	59%	5th Grade	34%	13%	23%

An analysis of scores for each student group in science revealed the following:

- 33% of Special education students scored at the approaches level or above, a decrease of 17% from 2021 and 50% lower than the campus average. Of those students, 33% scored at Meets (26% below campus average) and 8% at Masters.
- Our African American students scored below the campus average, with 68% scoring at the approaches level or above (15% below the campus average). African American students scoring at the Meets level decreased by 5% to 48%, and Masters increased by 11% to 24%.
- Our White students scored below the campus average, with 71% scoring at the approaches level or above (12% below the campus average). White students scoring at the Meets level increased by 8% to 50%, and Masters increased by 13% to 21%.
- Hispanic students scored above the campus average, with 89% scoring at the approaches level or above (6% above the campus average). Hispanic students scoring at the Meets level increased by 25% to 60%, and Masters increased by 7% to 19%.

Student Learning Strengths

Student success at PME is attributed to many factors. First of all, there is a commitment to meet the needs of each and every student through quality first-line instruction in the classroom. We seek to provide best-practice instruction, and invest heavily in professional development for our teaching staff. When students require additional instruction, we

provide many different targeted interventions to ensure student success. We provide systemic student intervention throughout the school day.

Reading

- Overall Reading proficiency increased from 2021 to 2022, with a 9% increase at the approaches level, a 25% increase at the Meets level, and a 14% increase at the masters level.
- In 4th grade, the percentage of students performing at the meets level increased 32% to 62%, and at Masters level increased by 20% to 30%.

Math

- Overall scores in Math proficiency increased from 2021 to 2022, with a 13% increase at the approaches level, a 12% increase at the meets level, and an 8% increase at the masters level.
- 5th Grade has the most growth from 2021 to 2022 at the approaches level with a 14% increase.
- 3rd grade had the most growth from 2021 to 2022 at the meets and masters levels, with a 23% increase at the meets level and a 20% increase at the masters level.

Science

- Overall science proficiency increased from 2021 to 2022, with a 9% increase at the approaches level, 18% increase at the meets level, and 10% increase at the masters level.
- 83% of our students scored approaches, beating the district average by 1%.
- Our Hispanic students scored 6% above the campus average at the approaches level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement is below the district average in math and reading. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

Problem Statement 2: Social-emotional well-being of students and staff increases in importance each year. However, social-emotional learning is not prioritized by all teachers. **Root Cause:** Teachers need to be provided professional development in implementing SEL as well as the importance of SEL instruction impacting achievement in academic areas.

Problem Statement 3: We were classified by the state as an Additional Targeted Support campus in 2021. **Root Cause:** One ethnic group (White) and special education students are not performing at expected levels. Our teachers need training in differentiating instruction for various student groups. Our paraprofessionals in Special Education need training in effective, targeted teaching strategies.

Problem Statement 4 (Prioritized): 62.8% of McRoberts' student population is considered at-risk. This is above the district and state average. **Root Cause:** Many students at McRoberts Elementary are classified At-Risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.

Problem Statement 5: Student achievement is below the district average in reading and math. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at McRoberts Elementary is guided by the TEKS, by the Katy ISD curricular Unit Plans, by the Katy ISD Cornerstones, by the result of formal and informal assessments, and by information gleaned through webinar study with Lead4ward and our district Assessment office representative. We promote 21st Century skills including critical thinking, creative thinking, collaboration, communication, information literacy, problem solving, and social contribution. District unit plans provide teachers with overall summaries, expected number of instructional days, enduring understandings, essential questions, specific knowledge and skills (TEKS), the English Language Proficiency Standards (ELPS), critical vocabulary in both English and Spanish, the Cornerstone continuum, and sample performance tasks. Instructional guidance is offered, as are linguistic accommodations, sentence stems, and resources. With over half of our students being Limited English Proficient (and many of the rest lacking strong foundational language skills in English), our focus is on incorporating more vocabulary-rich instruction into the classroom. We are committed to also incorporating Interactive Word Walls for all core subjects. Our goals are to teach students to speak in complete sentences while participating in structured conversations in the classroom by continuing the use of sentence stems, using more visuals, and vocabulary strategies that support our objectives. Asking thoughtful and meaningful questioning beyond the comprehension and knowledge levels continues to be a goal we strive for so students can connect to the content. We aim to bridge quality questioning within rigorous instruction so assessments will reflect student growth. Assessment plays a major role in teacher decision-making and takes on many different forms at PME. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations are used increasingly. District Learning Assessments (DLAs) provide opportunities for "standardized-testing like" opportunities. Campus level disaggregation depends on the plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Each grade level identifies Focus TEKS, through Lead4ward and KISD Assessment office, so that instruction is supported vertically. Data points collected by teachers include students' work in the following: Fountas and Pinnell Assessments, iStation, Math Progressions, DreamBox, Math Running Records, TELPAS, DLAs, and Campus-Based Assessments. We also rely on primary reading inventories required by the state: TX-KEA for Kindergarten, and TPRI/Tejas Lee for 1st and 2nd Grades (both three times/year). Weekly grade level PLCs are held with the Instructional Coaches. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. In the 2022-2023 school year, members of our Instructional Support team will join weekly planning sessions with grade levels, increasing continuity for students who receive instructional support, and to provide PD opportunities from the IS person to the team of teachers. SPED instructors join grade level planning as their schedules allow, as well. A focus this year will be in improving our Learning Community through voluntary instructional sessions offered on a monthly basis to provide professional development opportunities for all, by their colleagues. Student progress is monitored either as prescribed by the intervention or at six week intervals, depending on individual students' needs. The MTSS committee meetings are held quarterly, for both academics and behavior, and are held during professional learning/planning times. The data from campus assessments are used to identify students that are performing below standard. Questions are continually asked about what is being done to meet our struggling students' needs. Are they making progress? What interventions are being used? What parent communication is being conducted? MTSS meetings are scheduled by the Instructional Coordinator, and are attended by the grade level teachers, the interventionists, the Counselor, the LSSP, the Instructional Coaches, and the Principal/Assistant Principals. We provide before and after school tutorials and we utilize Extended Learning Time for the majority of our intervention and extension. All decisions regarding professional development, programs, and practices are based upon the needs identified in this improvement plan. As for staff recruitment and retention, McRoberts Elementary employs highly qualified teachers and paraprofessionals. We place a high priority on hiring great teachers, and actively pursue candidates through our district Job Fair, through personal connections, and through recruiting trips to local universities. We support every teacher new to PME with a mentor, whether or not they are new to teaching. New hires attend a two day district level training in August, and we provide campus-based New Teacher training with our Instructional Coaches, as well. All teachers who are new to PME participate in a monthly Dolphin Academy. These mentoring sessions are led by our Lead Mentor(s), and cover a variety of topics, such as effective instructional strategies, classroom management techniques, and practical information, like entering grades. With one-on-one mentors assigned to every new staff member, we provide ongoing, very targeted, job-embedded professional learning. As of June 2022, all but one of our classroom teachers hold an ESL teaching certification. We strive for a 100% rate of ESL certification among staff, as our student population is becoming increasingly LEP. In the area of technology, McRoberts Elementary recently was given a district-sponsored technology retrofit. As a result, every classroom on campus has a SMART Panel or Board, at least one classroom computer and multiple iPads and/or Chromebooks. Wireless access points have been installed proportionally throughout our building, and a Katy ISD filter protects students from harmful sites. We have designated iPads and Chromebooks purchased with Bridging the Digital Divide funds that students are allowed and encouraged to check out and take home for a 24 hour period -- and those are protected by the Katy ISD filter, as well. We have two computer labs, one operating on a fixed schedule and one with a flexible schedule. There are also multiple computers and laptops in the library for student and staff use. Technology is seen being utilized by teachers and/or students in almost every classroom visit done by campus administrators. We maintain active Twitter accounts, and enjoy promoting daily events in the life of a McRoberts Dolphin! We have been a PBIS school for years, and will continue in the 2022-23 school year. We also utilize CHAMPS and Character Strong/Purposeful People as the character education program. We have a Core Team who attends monthly training and relays information to the rest of the staff. This year we will continue with the implementation of the Ron Clark House system on campus. We place high value on supporting our students' social-emotional growth.

School Processes & Programs Strengths

We have many processes and programmatic strengths:

- Team Planning - Grade levels can expect 2-3 protected days each week for team planning, free of meetings, ARDS, parent conferences, etc. During this time and led by the Instructional Coaches, our teachers review materials, plan instruction, analyze data, and share best practices.
- Mentoring - We support every teacher new to PME with a mentor, whether or not they are new to teaching. New Hires are offered district and campus-based PD before school starts, then benefit from a monthly Dolphins Academy -- sessions led by our Lead Mentor(s), covering a variety of topics such as effective instructional strategies, classroom management techniques, and practical information (like how to input grades). With one on one mentors assigned to every new staff member, we provide ongoing, very targeted, job-embedded professional learning.
- MTSS - The MTSS process on our campus is being utilized successfully before students are referred to special education. Teachers meet in collaboratives on a regular, rotating basis, to review data about students of concerns. Tiered interventions are implemented, in attempt of closing gaps and preventing referral to SPED.
- Master Schedule - Our master schedule maximizes instructional time for each grade level, while still being responsive to developmental needs of young children. We place large blocks of uninterrupted time together as much as possible, while placing recess before lunch in most cases, to increase appetite and discourage "fast eating to get to recess."
- Safety - Safety drills are performed frequently and effectively. Students and staff know how to respond in a variety of emergency situations, thanks to regular training.
- Committees - Non-academic committees meet as needed, and are teacher-led, to develop other areas of our working relationships, for example, Sunshine, Volunteer Appreciation, PBIS, and Special Events.
- Management/Supervision - Grade level teachers report to corresponding Assistant Principals for handling of most issues on their teams, with students, and with parents, streamlining communication in the building.
- Technology - Technology is used in all content areas. Technology enhances literacy development, impacts language acquisition, provides greater access to information, supports creating and learning, and motivates students. The design of the network in our district and campus allows for fast and easy communication between staff members. It also allows staff members to easily share materials as well as access their materials from any computer on the network. This also gives students and staff easy access to a variety of software on network computer. Technology is used to support curriculum, instruction, and assessment integration and implementation by reinforcing the standards set by the state. This is supported by facilitating participation in instructional activities. Technology is successfully implemented by ensuring that the integration into learning is routine throughout the curricular areas. The instructional activities can be seen by the teacher and administrators to monitor successful implementation.
- PBIS - PME participates in a program called Positive Behavior Intervention and Support (PBIS). This program reinforces positive student behavior and most students enjoy earning rewards for positive behavior. Our school is a safe environment where children are valued and respected. When you walk into PME, one feels welcome by all staff and students.
- Traditions - Both staff and students enjoy McRoberts traditions. PME staff members ENJOY working together, celebrating together year after year: Souper Bowl lunch, Thanksgiving Feast, Ugly Sweater contest, EOY slide show, and Twelve Days celebration before Winter Break. Student Dolphins love Meet the Teacher Night, Breakfast with Santa, Dolphin Graduation Walk, Field Days, field trips, and the 5th Grade Party.
- Professional Development - We commit a large portion of our campus budgets to professional learning for our teachers, admin, and paras. This year we plan to implement a Dolphin Learning Community. This is in-house PD, provided by one's colleagues. Admin will identify particular strengths among the educators, and invite that teacher to instruct others about his/her craft and technique. Ongoing sessions will be offered throughout the year and a PD Canvas page will be created to house on demand PD.

Teacher generated roadmaps that target specific TEKS for instruction Teacher analyzed heat maps; continuous review of data Teacher created campus based assessments. McRoberts Elementary is also proud of the following strengths: 1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community. Teachers receive district and campus professional development and have access to a variety of off campus professional development opportunities to meet their needs. 2. Teachers accommodate special populations with more time and individualized instructional plans. The campus uses Title I, Title III and special project funding to provide additional learning opportunities for our students. 3. MTSS is being utilized successfully with students being referred for further evaluation if learning disabilities are suspected. 4. The master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed. 5. The Instructional Support Team provides additional small group instructional time for struggling learners. 6. Safety drills are performed frequently and efficiently. Every student in K-5 has access to a technology device. Each teacher has an iPad or Chromebook for individual use to access instructional material and conduct school related business. Most teachers report that access to technology has increased their skill level and confidence in the ability to use technology within their classrooms. All classrooms are equipped with computers, Smartboards, and document cameras. Our campus is provided a Classroom Technology Designer to assist teachers with implementing technology throughout the curriculum. Building staff morale is recognized as a critical component in retaining high-quality staff at McRoberts. Each month staff members will receive a special treat that shows how much they are appreciated by the administration team. Throughout the year, we will have events, such as Outstanding October, in which staff members receive appreciation gifts throughout the entire month.

Our staff consistently hones it's skills and searches for opportunities for improvement. Professional Development is a big part of what we do at McRoberts. Our teacher turn over rate was one of the lowest in our comparison group in Katy ISD. This is shows that our staff is cohesive and works to get better.

For the 2022-2023 school year we are going to add an Instructional Coach for primary grades. The Instructional Leadership Team will the focus on improving instruction and learning from one another.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our Climate survey indicated that teachers do not feel they have enough growth opportunities on campus. **Root Cause:** Teachers need more job embedded PD and opportunities to present PD to others, as well as shadowing leaders on campus.

Problem Statement 2: We were classified by the state as an Additional Targeted Support campus in 2021. **Root Cause:** One ethnic group (White) and special education students are not performing at expected levels. Our teachers need training in differentiating instruction for various student groups. Our paraprofessionals in Special Education need training in effective, targeted teaching strategies.

Perceptions

Perceptions Summary

Our core belief at McRoberts Elementary is that all students can learn and make yearly progress. Our goal is to Provide a Positive, Motivating Environment for Everyone. This sums up our campus. Each and every child can and will achieve. We have a Campus, Culture and Climate Committee that was formed to promote and ensure that our mission is carried out.

The students, faculty, staff, parents, and community members at McRoberts form a partnership committed to embracing diversity and creating an environment where children are safe, nurtured, and empowered to reach their full potential as productive members of our community. Students understand their responsibility in the learning process and go beyond the acquisition of basic skills to achieve a genuine love of learning. High expectations for learning and performance are critical to motivate and challenge students to be the best they can be. Preparation for secondary school success begins here, at PME!

Good readers succeed in school and in life! Reading development is promoted throughout the instructional day through focused classroom activities, school-wide reading incentive programs, intervention programs that provide assistance for students whose skills need improvement, and homework structures provided by parents. Math skills are equally important to be successful in school and in life. Math progress gets a boost through software, daily practice, and assessment, innovative teaching strategies, before or after school assistance, and homework structures provided by parents.

Evidence of student success is celebrated and displayed throughout the school. Learning, good citizenship, and leadership examples are celebrated on hallway bulletin boards, morning announcements, and in the classroom. Parents consistently communicate with teachers regarding learning objectives and are expected to play a vital role in their child's achievement.

Additionally, students take home a communication folder containing student work and community notices of interest to parents. Discipline charts are sent home daily to encourage timely discussion between children and parents concerning behavior expectations. Together, parents and teachers can be vigilant in the quest to guide and teach our students and ensure they are equipped for success in the future.

Our Mission

The Polly Ann McRoberts community is dedicated to facilitating academic excellence throughout our diverse learning population in a secure and nurturing environment.

Perceptions Strengths

Based on our survey. Our community and all stakeholders have positive things to say about McRoberts Elementary. We also have a very low staff turn over which demonstrates that our climate is positive and motivating. Our parents are very confident in our ability to provide a secure environment for their children to learn and grow.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent and family engagement has decreased due to the pandemic. We have nowhere near 100% of our families participating in after school/evening events and activities. When families are engaged, student learning improves. **Root Cause:** Our staff must be creative and think outside the box when it comes to parent involvement. We must provide numerous opportunities for our diverse population to participate in school activities.

Problem Statement 2: Social-emotional well-being of students and staff increases in importance each year. However, social-emotional learning is not prioritized by all teachers.

Root Cause: Teachers need to be provided professional development in implementing SEL as well as the importance of SEL instruction impacting achievement in academic areas.

Problem Statement 3 (Prioritized): Our Climate survey indicated that teachers do not feel they have enough growth opportunities on campus. **Root Cause:** Teachers need more job embedded PD and opportunities to present PD to others, as well as shadowing leaders on campus.

Priority Problem Statements

Problem Statement 1: 62.8% of McRoberts' student population is considered at-risk. This is above the district and state average.

Root Cause 1: Many students at McRoberts Elementary are classified At-Risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Student achievement is below the district average in math and reading.

Root Cause 2: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Parent and family engagement has decreased due to the pandemic. We have nowhere near 100% of our families participating in after school/evening events and activities. When families are engaged, student learning improves.

Root Cause 3: Our staff must be creative and think outside the box when it comes to parent involvement. We must provide numerous opportunities for our diverse population to participate in school activities.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Our Climate survey indicated that teachers do not feel they have enough growth opportunities on campus.

Root Cause 4: Teachers need more job embedded PD and opportunities to present PD to others, as well as shadowing leaders on campus.

Problem Statement 4 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- 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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Dyslexia 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data


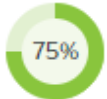




- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices














Goals

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: ESF Annual Goal - By focusing on student progress, along with formative and summative data, 83% of McRoberts teachers will be able to address student needs via effective reteaching and small group instruction. The desired outcome is each grade level will submit their system of formative assessment, conduct consistent data meetings, and differentiate instruction for various student groups with a specific focus on our SPED population.

Evaluation Data Sources: Each grade level will submit their system of formative assessment, data binders, and differentiate instruction for various student groups with a specific focus on our SPED population.




Strategy 1 Details	Reviews			
<p>Strategy 1: Small Group Training and Documentation, Communication of ELT expectations to all staff. Strategy's Expected Result/Impact: Impactful small group instruction Staff Responsible for Monitoring: ICs</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Power Planning, Data Digs, PD Strategy's Expected Result/Impact: Improved differentiation and small group instruction Staff Responsible for Monitoring: ICs</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools -</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Kid Chats/MTSS Collaboratives Strategy's Expected Result/Impact: Increased differentiation for students Staff Responsible for Monitoring: Instructional Coordinator, Teachers, AST Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Create quick walk schedule for enhanced visibility Strategy's Expected Result/Impact: Effective instruction, small groups and differentiated activities Staff Responsible for Monitoring: Leadership Team Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Posting campus non-negotiables in all classrooms Strategy's Expected Result/Impact: Consistency for students Staff Responsible for Monitoring: Leadership Team Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: Every Student at PME will demonstrate at least one year's growth in Reading, as measured by Fountas and Pinnell Benchmark Assessment System.

Evaluation Data Sources: Fountas and Pinnell Benchmark Assessment System, running records

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide instructional materials, technology devices, professional development, tutorials, and targeted intervention by instructional support teachers/classroom teachers, to ensure mastery of required reading TEKS for all sub pops, particularly At-Risk.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Instructional Coaches - ELA</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: Extra Duty Pay - 263 - Title III-A Immigrant - \$1,000, Extra Duty Pay - 211 - Title I Part A - \$85,000, Special Project - 192 - Special Project - \$4,500, Instructional Materials - 211 - Title I Part A - \$20,000, Online Resources - 211 - Title I Part A - \$8,000, Professional Development - 211 - Title I Part A - \$2,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will establish BOY and EOY Reading Level goals for each student, so as to effectively measure progress and to provide appropriate interventions.</p> <p>Strategy's Expected Result/Impact: More effective and more timely closure of gaps in reading levels across a school</p>	Formative			Summative
	Oct	Jan	Apr	June

year

Staff Responsible for Monitoring: Assistant Principals, Instructional Coaches



Title I:

2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Demographics 3 - Student Learning 1

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: Student achievement is below the district average in math and reading. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

Student Learning




Problem Statement 1: Student achievement is below the district average in math and reading. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

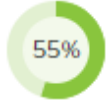






Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: The percent of McRoberts Elementary 3rd grade students who achieve Meets and above in 3rd Grade STAAR Reading will increase from 62% to 63% by July 2023.

HB3 Goal

Evaluation Data Sources: STAAR Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in Kindergarten through 3rd Grade will use data from TX KEA, TPRI, F&P benchmarks, and campus phonics screeners to develop small group instructional plans to target student needs. Data from these assessments and ongoing progress monitoring will be used during planning to develop instructional plans and will be reflected in lesson plans, teacher data collection, and instructional delivery.</p> <p>Strategy's Expected Result/Impact: Students will show consistent growth throughout the school year and receive targeted instruction to meet individual needs.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: (Emergent Bilinguals) Monitor EB's academic progress and linguistic support by ensuring that the ELPS (English Language Proficiency Standards) are implemented in all content areas. Train all EB staff, administrators and counselors on timeline requirements and state compliance, including LPAC initial training (Verification and Oaths), pre-LAS, LAS Links, STAAR and TELPAS.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: ESL ISST / Bilingual Team Leader</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
	 55%	 55%	 75%	
 No Progress  Accomplished  Continue/Modify  Discontinue				




Performance Objective 3 Problem Statements:


Demographics
<p>Problem Statement 3: Student achievement is below the district average in math and reading. Root Cause: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.</p>
Student Learning
<p>Problem Statement 1: Student achievement is below the district average in math and reading. Root Cause: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.</p>


Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.


Performance Objective 4: On the Spring 2023 STAAR Reading/Language Arts assessments, 84% of students will score at the approaches level and 64% at meets or above


Evaluation Data Sources: STAAR RLA Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize high quality instructional materials, online resources, technology devices, learning from professional development, and tutorials to provide quality first instruction and targeted intervention to ensure the mastery of required reading TEKS for all sub populations through the use of Title 1, Special Education, and GOF/State Comp Ed. Funds.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: ELA Instructional Coach</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: Title I Reading Intervention Teacher - 211 - Title I Part A - \$69,000, Instructional Materials and online subscriptions - 211 - Title I Part A - \$14,000, Tutorials - 211 - Title I Part A - \$4,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:








Demographics
<p>Problem Statement 3: Student achievement is below the district average in math and reading. Root Cause: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.</p>
Student Learning
<p>Problem Statement 1: Student achievement is below the district average in math and reading. Root Cause: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.</p>

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: The percent of McRoberts Elementary 3rd Grade students who achieve Meets and above in Math will increase from 54% to 64% by July 2023.

HB3 Goal

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize high quality instructional materials, online resources, technology devices, learning from professional development, and tutorials to provide quality first instruction and targeted intervention to ensure the mastery of required math TEKS for all sub populations through Title I, GOF, and Special Education.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Math Instructional Coach</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: Title I Supplemental Math Teacher - 211 - Title I Part A - \$69,000, Instructional Materials and Online Subscriptions - 211 - Title I Part A - \$12,000, Professional Development - 211 - Title I Part A - \$6,000, Tutorials - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				








Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 3: Student achievement is below the district average in math and reading. Root Cause: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.</p>
Student Learning
<p>Problem Statement 1: Student achievement is below the district average in math and reading. Root Cause: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.</p>

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: On the Spring 2023 STAAR Science assessment, 85% of 5th Grade students will score at the approaches level and 58% at meets or above.

Evaluation Data Sources: STAAR Science

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize high quality instructional materials, online resources, technology devices, learning from professional development, and tutorials to provide quality first instruction and targeted intervention to ensure the mastery of required science TEKS for all sub populations through Title I and special education.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Science Instructional Coach</p> <p>Problem Statements: Demographics 3 - Student Learning 1 Funding Sources: Tutorials - 211 - Title I Part A - \$1,000, Title I Science Teacher - 211 - Title I Part A - \$69,000, Instructional Materials/Online Subscriptions - 211 - Title I Part A - \$3,000, Professional Development - 211 - Title I Part A - \$6,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 3: Student achievement is below the district average in math and reading. Root Cause: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.</p>
Student Learning
<p>Problem Statement 1: Student achievement is below the district average in math and reading. Root Cause: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.</p>

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 7: The campus leadership team will continue to support PLCs in effective collaborative planning, increasing opportunities for students to use critical thinking skills, data analysis, and the development of reteach and intervention plans during weekly planning cycles

Evaluation Data Sources: Aware, Campus Learning Walk form, T-TESS observations/walkthroughs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize a variety of informal and formal assessments to track student growth on essential standards throughout the year. Data from these assessments will be reviewed during weekly planning to develop instructional plans that meet individual student needs. Performance data on each student group will be reviewed at least twice per grading period to monitor student growth.</p> <p>Strategy's Expected Result/Impact: Students will show consistent growth throughout the school year and receive targeted instruction to meet individual needs.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches</p> <p>Problem Statements: Demographics 1 - Student Learning 4</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus leadership team will meet weekly to review data from campus learning walks and observations/walkthroughs in order to monitor instructional delivery and determine teacher, grade level, or campus professional development needs.</p> <p>Strategy's Expected Result/Impact: Monitoring instructional delivery will benefit students in classrooms</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 4</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				

Performance Objective 7 Problem Statements:

Demographics
<p>Problem Statement 1: 62.8% of McRoberts' student population is considered at-risk. This is above the district and state average. Root Cause: Many students at McRoberts Elementary are classified At-Risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.</p>

Demographics

Problem Statement 3: Student achievement is below the district average in math and reading. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

Student Learning




Problem Statement 1: Student achievement is below the district average in math and reading. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.





Problem Statement 4: 62.8% of McRoberts' student population is considered at-risk. This is above the district and state average. **Root Cause:** Many students at McRoberts Elementary are classified At-Risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 8: Students needing additional intervention, including HB4545 hours, will be offered support during the summer through a campus based summer school program

Evaluation Data Sources: STAAR, student participation

Strategy 1 Details	Reviews			
<p>Strategy 1: Students entering grades 1-3 who were identified as needing additional support prior to the 22-23 school year will be invited to the summer program in July to close gaps. Students who failed STAAR reading and/or math in the spring of 2022 entering 4th and 5th grade will be invited to the to begin receiving intervention and HB4545 hours.</p> <p>Strategy's Expected Result/Impact: Students have additional learning opportunities to master content from previous grade level so they are ready for their new grade level curriculum.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 4</p> <p>Funding Sources: Teachers, Paras - 211 - Title I Part A - \$15,000, Teachers, Paras, Materials - 282 - ESSER III - \$21,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 8 Problem Statements:

Demographics
<p>Problem Statement 1: 62.8% of McRoberts' student population is considered at-risk. This is above the district and state average. Root Cause: Many students at McRoberts Elementary are classified At-Risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.</p>
<p>Problem Statement 3: Student achievement is below the district average in math and reading. Root Cause: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.</p>
Student Learning
<p>Problem Statement 1: Student achievement is below the district average in math and reading. Root Cause: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.</p>








Student Learning

Problem Statement 4: 62.8% of McRoberts' student population is considered at-risk. This is above the district and state average. **Root Cause:** Many students at McRoberts Elementary are classified At-Risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.

Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Teachers will utilize data from formative and summative assessments to inform instructional decisions for both whole group and small group instruction. At least two summative assessments in each content area will be developed by teachers per grading period.

Evaluation Data Sources: CBA, DLA, Dreambox

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize collaborative teamwork for instructional planning, data analysis, and the development of common assessments as well as vertical alignment of instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 4</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 62.8% of McRoberts' student population is considered at-risk. This is above the district and state average. Root Cause: Many students at McRoberts Elementary are classified At-Risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.</p>
<p>Problem Statement 3: Student achievement is below the district average in math and reading. Root Cause: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.</p>
Student Learning
<p>Problem Statement 1: Student achievement is below the district average in math and reading. Root Cause: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.</p>
<p>Problem Statement 4: 62.8% of McRoberts' student population is considered at-risk. This is above the district and state average. Root Cause: Many students at McRoberts Elementary are classified At-Risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.</p>

Goal 3: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: 100% of teachers will score at the proficient level or higher on Domain IV of T-TESS or similar domain on an alternate instrument.

Evaluation Data Sources: Increase in teacher retention and student achievement

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet with staff to establish student learning objectives, set professional development goals, conduct walk throughs, and formal observations in order to provide areas of reinforcement and refinement.</p> <p>Strategy's Expected Result/Impact: Increase in teacher retention and student achievement</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 3</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: New teachers to the profession will be provided support through a campus mentoring program to ensure success.</p> <p>Strategy's Expected Result/Impact: Teacher retention for new teachers.</p> <p>Staff Responsible for Monitoring: Campus Lead Mentor</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 3</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				




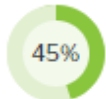



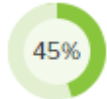




Performance Objective 1 Problem Statements:








School Processes & Programs
<p>Problem Statement 1: Our Climate survey indicated that teachers do not feel they have enough growth opportunities on campus. Root Cause: Teachers need more job embedded PD and opportunities to present PD to others, as well as shadowing leaders on campus.</p>
Perceptions
<p>Problem Statement 3: Our Climate survey indicated that teachers do not feel they have enough growth opportunities on campus. Root Cause: Teachers need more job embedded PD and opportunities to present PD to others, as well as shadowing leaders on campus.</p>

Goal 4: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Decrease the number of discipline incidents by 10%.

Evaluation Data Sources: Discipline Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the House System and Positive Behavior Interventions and Supports (PBIS) system through professional development of staff, use of technology solutions, and purchase of materials/resources.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of discipline incidents</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Online Subscriptions - 211 - Title I Part A - \$2,400, - 211 - Title I Part A - \$60,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement strategies and activities to prevent bullying/cyber-bullying to encourage kind and appropriate behavior among all students.</p> <p>Strategy's Expected Result/Impact: Decrease in bullying related discipline incidents.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Regularly implement the district character education program, Purposefull People, across the grade levels through Morning Meeting and during instructional sessions and staff meetings when appropriate.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals, positive Student and Staff Survey Results</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Effectively utilize CHAMPS campus-wide to structure behaviors.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: Leadership Team</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Build student capacity by providing professional development tools and activities to increase student social awareness and engagement for a well rounded education.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: McRoberts will create a safe environment for all staff, students, and campus visitors.











Evaluation Data Sources: Completion of mandatory drills

Strategy 1 Details	Reviews			
Strategy 1: Conduct the district required safety drills and training with both staff and students. Strategy's Expected Result/Impact: Maintain a safe environment Staff Responsible for Monitoring: Safety Coordinator	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Support better understanding of the social and emotional needs of gifted students through professional development Strategy's Expected Result/Impact: Increase in achievement of GT students Staff Responsible for Monitoring: GT Teacher	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Support better understanding of the social and emotional needs of all students through trauma informed practices Strategy's Expected Result/Impact: Increase in achievement of students Staff Responsible for Monitoring: Counselor	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				

Goal 5: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: McRoberts Elementary will increase the percentage of parents engaged in school activities/events by 10% during the 2022-2023 school year.

Evaluation Data Sources: Surveys, Volunteer Hours, Calendar of Events

Strategy 1 Details	Reviews			
<p>Strategy 1: Host parent and family capacity building events such as Math and ELA Curriculum Nights, STAAR Informational Night, Coffee with the Principal and Watch Dog Dads informational meetings. We will also distribute parent and family engagement policy and school parent compact. We will also distribute this information via our open house and monthly newsletters.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement and attendance</p> <p>Staff Responsible for Monitoring: Title I Teachers</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Snacks for Parent Events - 211 - Title I Part A - \$1,500, Contracted Vendors for Family Nights - 211 - Title I Part A - \$4,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The McRoberts Elementary Campus Improvement Plan (CIP) will be posted on the school webpage in both English and Spanish. Hard copies will also be available for our community in our front office.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement</p> <p>Staff Responsible for Monitoring: Principal & Librarian</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Parent and family engagement has decreased due to the pandemic. We have nowhere near 100% of our families participating in after school/evening events and activities. When families are engaged, student learning improves. **Root Cause:** Our staff must be creative and think outside the box when it comes to parent involvement. We must provide numerous opportunities for our diverse population to participate in school activities.

State Compensatory

Budget for McRoberts Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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Personnel for McRoberts Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ella Perry	AST	1
Natalie Alvarez	AST	1
Veronica Guajardo	AST	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angelita Gonzalez	Teacher	Title I	1
Jane Mannino	Teacher	Title I	1
Pamela Nutall	Teacher	Title I	1
Rebecca Salinas	Teacher	Title I	1

Campus Advisory Team

Committee Role	Name	Position
Administrator	Kelly Stroud	Administrator
Administrator	Carole Langley	Administrator
Administrator	Jennifer Sheffield	Assistant Principal
Non-classroom Professional	Brittany Cureno	Nurse
Non-classroom Professional	Angelita Gonzales	Teacher
District-level Professional	Nina Anderson	Central Office
Business Representative	Twaski Parker	Local Business Member
Parent	Carla Ojeda	Parent

Campus Funding Summary

192 - Special Project					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Special Project		\$4,500.00
Sub-Total					\$4,500.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Online Resources		\$8,000.00
1	2	1	Instructional Materials		\$20,000.00
1	2	1	Extra Duty Pay		\$85,000.00
1	2	1	Professional Development		\$2,500.00
1	4	1	Instructional Materials and online subscriptions		\$14,000.00
1	4	1	Tutorials		\$4,500.00
1	4	1	Title 1 Reading Intervention Teacher		\$69,000.00
1	5	1	Tutorials		\$5,000.00
1	5	1	Instructional Materials and Online Subscriptions		\$12,000.00
1	5	1	Title I Supplemental Math Teacher		\$69,000.00
1	5	1	Professional Development		\$6,000.00
1	6	1	Tutorials		\$1,000.00
1	6	1	Professional Development		\$6,000.00
1	6	1	Instructional Materials/Online Subscriptions		\$3,000.00
1	6	1	Title I Science Teacher		\$69,000.00
1	8	1	Teachers, Paras		\$15,000.00
4	1	1			\$60,000.00
4	1	1	Online Subscriptions		\$2,400.00
4	1	5			\$0.00
5	1	1	Snacks for Parent Events		\$1,500.00
5	1	1	Contracted Vendors for Family Nights		\$4,000.00
Sub-Total					\$456,900.00

263 - Title III-A Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Extra Duty Pay		\$1,000.00
Sub-Total					\$1,000.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1	Teachers, Paras, Materials		\$21,000.00
Sub-Total					\$21,000.00