

Katy Independent School District
McRoberts Elementary
2023-2024 Campus Improvement Plan



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 June 2023

As part of our needs assessment our stakeholders met on April 17, 2023 at PME at 2pm. These are the problem statements we will focus on.

For the 2023-2024 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 26 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), Life Skills, and monolingual and bilingual Early Childhood Special Education (ECSE) programs.

Although this improvement plan focuses on the 2023-2024 school year, the demographic information comes from information available in the 2021-2022 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 2022-2023 school year with an enrollment of 745 students, and we are projected for an enrollment of 855 students for 2023-2024. McRoberts continues to be a diverse campus with 70.2% Hispanics, 15.17% African American, 10.07% White, 2.68% Asian, and 1.74% Two-or-More Races.

The 12% student mobility rate for McRoberts Elementary is above the district average but below the state average. At 93.42%, the attendance rate is above the state average. The campus attributes this achievement to a strong partnership with parents and a focus on high-quality education. McRoberts Elementary student groups include 55.44% Limited English Proficient Students, 3.89% Gifted and Talented, and 21.74% Special Education. Additionally, 76.64% are economically disadvantaged and 73.15% are identified as At-Risk.

McRoberts Elementary employs 120 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, 92.6% of teachers are ESL certified. We encourage all teachers to become ESL certified since 51.6% of our student population are English Learners. McRoberts Elementary will welcome 27 new teachers to campus for the 2023-2024 academic year. The staff turnover rate can be attributed to growth from rezoning as well as teachers looking for growth opportunities at other campuses. 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 June 2023, PME had a total number of 1292 absence days for staff for reasons other than professional development and school business. This averages to approximately 6.9 absences on campus each day for the 2022-2023 academic year. Absence reasons included: Personal Illness, Family Illness, Death, COVID, Disability, and Personal Business. Absenteeism is a workplace challenge and was a struggle this past year due to many factors including COVID learning loss and the mental health needs of educators. When school staff members are absent they cannot contribute in meaningful ways to the achievement of the school's goals and objectives.

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 93% 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): Student achievement is below the district average in math, reading and science. **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 (Prioritized): McRoberts Elementary School's Average Daily Attendance Rate dropped to 93.42% last year. **Root Cause:** We have not incentivized student attendance at PME.

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 2022-2023 school year has not been released. Campus improvement areas will be based on preliminary data from the STAAR assessments from the spring of 2023.

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.

A comparison of STAAR scores at the Approaches level for All Students shows that the 2023 scores showed a 1% decrease in reading, a 1% decrease in Math, and an 8% decrease in Science.

All Grade Levels (Approaches)			
STAAR	2021	2022	2023
Reading	73	83	82
Math	66	82	81
Writing	43		
Science	74	84	76

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

The 2023 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.

2023 STAAR ALL STUDENTS	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
3rd Reading	83	64	34
3rd Math	77	49	21
4th Reading	77	48	23
4th Math	76	57	25
5th Reading	87	65	38
5th Math	92	58	23
5th Science	76	56	29

READING Looking deeper at the comparison between STAAR reading 2023, 2022, and 2021 for all grade levels, and sub-populations revealed the following:

STAAR Reading (Approaches)				STAAR Reading (Meets)				STAAR Reading (Masters)			
	2021	2022	2023		2021	2022	2023		2021	2022	2023
3rd Grade	75	83	83	3rd Grade	37	62	64	3rd Grade	20	33	34
4th Grade	61	76	77	4th Grade	26	58	48	4th Grade	10	30	23
5th Grade	82	87	87	5th Grade	47	65	65	5th Grade	26	34	38

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

- Special Education scores for students scoring at the approaches level decreased by 5% in 2023 to 52%, Meets decreased 11% to 30%, and Masters increased 2% to 10%.
- Economically disadvantaged students scoring at the approaches level decreased by 1% in 2023 to 80%, Meets decreased by 5% to 57%, and Masters increased by 1% to 30%.
- African American students scoring at the approaches level decreased by 2% to 77%, Meets stayed at 58%, and Masters increased 3% to 38%.
- Hispanic students scoring at the approaches level decreased 1% to 81%, Meets decreased 10% to 54%, and Masters decreased 4% to 21%.
- White students scoring at the approaches level increased by 3% to 88%, Meets increased 14% to 76%, and masters increased 18% to % (3% lower than the campus average overall).
- Emergent Bilinguals (EB's) scoring at the approaches level was 80%, a decrease of 1% from 2022.

MATH Looking deeper at the comparison between STAAR math 2023, 2022, and 2021 for all grade levels, and sub-populations revealed the following:

STAAR Math (Approaches)			STAAR Math (Meets)			STAAR Math (Masters)					
	2021	2022	2023		2021	2022	2023		2021	2022	2023
3rd Grade	66	77	77	3rd Grade	31	54	49	3rd Grade	16	36	21
4th Grade	62	75	76	4th Grade	31	40	57	4th Grade	10	21	25
5th Grade	71	85	92	5th Grade	43	46	58	5th Grade	26	18	23

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 2% in 2023 to 63%, Meets decreased 2% to 37%, and Masters increased 2% to 10%.
- Economically disadvantaged students scoring at the approaches level increased by 2% in 2023 to 81%, Meets increased by 6% to 54%, and Masters decreased by 1% to 22%.
- African American students scoring at the approaches level decreased by 5% to 77%, Meets stayed the same at 44%, and Masters increased 4% to 25%.
- Hispanic students scoring at the approaches level decreased 1% to 80%, Meets decreased 2% to 52%, and Masters increased 4% to 25%.
- White students scoring at the approaches level increased by 12% to 91%, Meets increased 17% to 76%, and masters increased 1% to 27%.
- EBs scoring at the approaches level decreased by 1% to 81%, Meets increased 4% to 52%, and masters decreased 2% to 19%.

SCIENCE Looking deeper at the comparison between STAAR science 2023, 2022, and 2021 for science in all sub-populations revealed the following:

STAAR Science (Approaches)			STAAR Science (Meets)			STAAR Science (Masters)					
	2021	2022	2023		2021	2022	2023		2021	2022	2023
5th Grade	74	83	76	5th Grade	41	59	56	5th Grade	13	25	29

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

- 50% of Special education students scored at the approaches level or above, an increase of 7% from 2022. 33% scored at Meets, and 0% at Masters.
- Our African American students scored above the campus average, with 78% scoring at the approaches level or above. African American students scoring at the Meets level increased by 6% to 56%, and Masters decreased by 8% to 22%.
- Our White students scored above the campus average, with 93% scoring at the approaches level or above. White students scoring at the Meets level increased by 29% to 79%, and Masters increased by 22% to 43%.
- Hispanic students scored below the campus average, with 71% scoring at the approaches level or above. Hispanic students scoring at the Meets level decreased by 11% to 49%, and Masters increased by 4% to 25%.

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 remained strong at 82%.
- In 5th grade, the percentage of students performing at the approaches level was 87%, 6% higher than the state average. The Masters level increased 5% to 38%.

Math

- Overall scores in Math proficiency from 2022 to 2023 showed a 1% decrease at the approaches level, a 4% increase at the meets level, and a 3% decrease at the masters level.
- 5th Grade has the most growth from 2022 to 2023 at the approaches level with a 7% increase to 92%, beating the District and State average.
- 4th grade had the most growth from 2022 to 2023 at the meets level with a 17% increase to 57%.

Science

- Overall science proficiency decreased from 2022 to 2023, with a 7% decrease at the approaches level and 3% decrease at the meets level. However, there was a 4% increase at the masters level.
- 76% of our students scored approaches, beating the state average by 9%.
- 56% of our students scored meets or better, beating the district average by 4%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement is below the district average in math, reading and science. **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 (Prioritized): 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. Our master schedule needs adjustment to provide time for community circles and purposeful people.

Problem Statement 3 (Prioritized): McRoberts Elementary School's Average Daily Attendance Rate dropped to 93.42% last year. **Root Cause:** We have not incentivized student attendance at PME.

Problem Statement 4: Our MTSS process needs to be refined on campus to better meet the needs of our students. **Root Cause:** Teachers need training on the MTSS process and ongoing support from the leadership team.

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 and Data Digs are held with the Instructional Coaches. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. In the 2023-2024 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. 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 nine 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 Small Group 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 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 2023, 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 is a 1:1 campus, meaning we have a device for every student. 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, and those are protected by the Katy ISD filter, as well. There are 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 implemented the House System on campus, and will continue in the 2023-24 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. 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 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. Assitant Prinicpals follow there students to the next grade level providing consistency for our students and families.
- 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, an 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.

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.

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: Our MTSS process needs to be refined on campus to better meet the needs of our students. **Root Cause:** Teachers need training on the MTSS process and ongoing support from the leadership team.

Problem Statement 2 (Prioritized): McRoberts Elementary School's Average Daily Attendance Rate dropped to 93.42% last year. **Root Cause:** We have not incentivized student attendance at PME.

Problem Statement 3: Recruiting highly qualified staff is becoming increasingly difficult each year. **Root Cause:** Katy ISD is a fast growth district and is opening up many schools each year. As a result, the demand for highly qualified teachers currently exceeds the number of teachers available to fill the positions particularly in the area of SPED , Bilingual Ed and 4th and 5th grade.

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. 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 surveys and feedback, our community and all stakeholders have positive things to say about McRoberts Elementary. Our parents are very confident in our ability to provide a secure environment for their children to learn and grow. Our staff survey showed that staff value their work in supporting young people's learning and they believe they have a positive impact on students' education. The survey also showed they staff believe they are good at their job, are proud of PME and would recommend the school to students.

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 (Prioritized): 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. Our master schedule needs adjustment to provide time for community circles and purposeful people.

Problem Statement 3: Recruiting highly qualified staff is becoming increasingly difficult each year. **Root Cause:** Katy ISD is a fast growth district and is opening up many schools each year. As a result, the demand for highly qualified teachers currently exceeds the number of teachers available to fill the positions particularly in the area of SPED, Bilingual Ed and 4th and 5th grade.

Problem Statement 4 (Prioritized): McRoberts Elementary School's Average Daily Attendance Rate dropped to 93.42% last year. **Root Cause:** We have not incentivized student attendance at PME.

Problem Statement 5: Our MTSS process needs to be refined on campus to better meet the needs of our students. **Root Cause:** Teachers need training on the MTSS process and ongoing support from the leadership team.

Priority Problem Statements

Problem Statement 1: Student achievement is below the district average in math, reading and science.

Root Cause 1: 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 1 Areas: Demographics - Student Learning

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 2: Teachers need to be provided professional development in implementing SEL as well as the importance of SEL instruction impacting achievement in academic areas. Our master schedule needs adjustment to provide time for community circles and purposeful people.

Problem Statement 2 Areas: Student Learning - Perceptions

Problem Statement 3: McRoberts Elementary School's Average Daily Attendance Rate dropped to 93.42% last year.

Root Cause 3: We have not incentivized student attendance at PME.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: 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 4: 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 4 Areas: 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
- 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


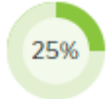
Goals



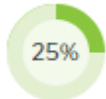
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.






Performance Objective 1: ESF Annual Goal - By focusing on student progress, along with formative and summative data, 86% 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: ICs will provide Small Group Training and Documentation training to all teachers. Small group instruction expectations will be communicated to all staff.</p> <p>Strategy's Expected Result/Impact: Impactful small group instruction</p> <p>Staff Responsible for Monitoring: ICs</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
	 <p>25%</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: ICs will facilitate Planning sessions and Data Digs. Training on data digs and how to use the data to drive instruction will be provided to teams during PLCs</p> <p>Strategy's Expected Result/Impact: Improved differentiation and small group instruction</p> <p>Staff Responsible for Monitoring: ICs</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Our Instructional Coordinator will create a schedule for Kid Chats/MTSS Collaboratives and train staff on the procedures for providing assistance to students through the MTSS process.</p> <p>Strategy's Expected Result/Impact: Increased differentiation for students</p> <p>Staff Responsible for Monitoring: Instructional Coordinator, Teachers, AST</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Admin will create quick walk schedule for enhanced visibility in the classrooms focusing on instructional practices.</p> <p>Strategy's Expected Result/Impact: Effective instruction, small groups and differentiated activities</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Use the Katy ISD ESL certification dashboard to identify non-ESL certified teachers and ensure that ESL certification is completed.</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Inform teachers of the English language proficiency levels of the emergent bilingual (EB) students in their classrooms, and utilize the ELPS in professional learning communities to plan for instruction.</p> <p>Strategy's Expected Result/Impact: Improved student performance</p> <p>Staff Responsible for Monitoring: Bilingual Team Leader, Instructional Coaches and Leadership Team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers of emergent bilingual students will attend professional development to support identified needs of emergent bilingual (EB) students.</p> <p>Strategy's Expected Result/Impact: Improved student performance</p> <p>Staff Responsible for Monitoring: Leadership Team and Bilingual Team Lead</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</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: Student achievement is below the district average in math, reading and science. 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, reading and science. 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 2: Every Student at PME will demonstrate at least one year's growth in Reading, as measured by Amira Assessment System.

Evaluation Data Sources: Amira 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 1 - Student Learning 1</p> <p>Funding Sources: Extra Duty Pay - 263 - Title III-A Immigrant - \$1,000, Trackable Technology - 211 - Title I Part A - \$23,000, Prepared Media - 192 - Special Project - \$11,000, General Supplies - 211 - Title I Part A - \$6,500, Professional Development - 211 - Title I Part A - \$1,350, Extra Duty Pay - 211 - Title I Part A - \$2,000</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 year</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Coaches</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>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Student achievement is below the district average in math, reading and science. **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

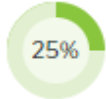
Problem Statement 1: Student achievement is below the district average in math, reading and science. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply 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: HB3: The percent of McRoberts Elementary 3rd grade students who achieve Meets and above in 3rd Grade STAAR Reading will increase to 64% by July 2024.

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, Amira 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 1 - 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 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

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 Accomplished
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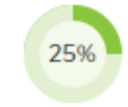




Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Student achievement is below the district average in math, reading and science. 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, reading and science. 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 2024 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			
	Formative			Summative
	Oct	Jan	Apr	June
<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 1 - Student Learning 1</p> <p>Funding Sources: Title 1 Reading Intervention Teacher - 211 - Title I Part A - \$73,639.66</p>	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:


Demographics
<p>Problem Statement 1: Student achievement is below the district average in math, reading and science. 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, reading and science. 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: HB3: The percent of McRoberts Elementary 3rd Grade students who achieve Meets and above in Math will increase to 66% by July 2024.

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 1 - Student Learning 1</p> <p>Funding Sources: Title I Supplemental Math Teacher - 211 - Title I Part A - \$73,639.66, Instructional Materials and Online Subscriptions - 211 - Title I Part A - \$6,500, Professional Development - 211 - Title I Part A - \$1,350, Tutorials - 211 - Title I Part A - \$2,000, Trackable Technology - 211 - Title I Part A - \$23,000, Prepared Media - 211 - Title I Part A - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: Student achievement is below the district average in math, reading and science. 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 1: Student achievement is below the district average in math, reading and science. **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 6: On the Spring 2024 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 1 and special education.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Science Instructional Coach</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Title I Teacher - 211 - Title I Part A - \$73,639.66</p>	Formative			Summative
	Oct	Jan	Apr	June
				

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 Continue/Modify
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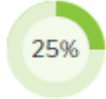




Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: Student achievement is below the district average in math, reading and science. 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, reading and science. 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: By May 2024, the average daily attendance at McRoberts will increase by at least .5% to a rate of 93.92%

Evaluation Data Sources: Average Daily Attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will reinforce student attendance by celebrating student attendance and communicating the importance of school attendance to students .</p> <p>Strategy's Expected Result/Impact: Improved attendance</p> <p>Staff Responsible for Monitoring: Classroom Teachers, ADA and Leadership Team</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 2 - Perceptions 4</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Performance Objective 7 Problem Statements:

Demographics
<p>Problem Statement 2: McRoberts Elementary School's Average Daily Attendance Rate dropped to 93.42% last year. Root Cause: We have not incentivized student attendance at PME.</p>
Student Learning
<p>Problem Statement 3: McRoberts Elementary School's Average Daily Attendance Rate dropped to 93.42% last year. Root Cause: We have not incentivized student attendance at PME.</p>
School Processes & Programs
<p>Problem Statement 2: McRoberts Elementary School's Average Daily Attendance Rate dropped to 93.42% last year. Root Cause: We have not incentivized student attendance at PME.</p>
Perceptions
<p>Problem Statement 4: McRoberts Elementary School's Average Daily Attendance Rate dropped to 93.42% last year. Root Cause: We have not incentivized student attendance at PME.</p>

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

Performance Objective 8: Increase the number of students participating in the campus Coordinated Health Program

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p> <p>Problem Statements: Student Learning 2 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p> <p>Problem Statements: Student Learning 2 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 8 Problem Statements:

Student Learning
<p>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.</p> <p>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. Our master schedule needs adjustment to provide time for community circles and purposeful people.</p>






Perceptions

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. Our master schedule needs adjustment to provide time for community circles and purposeful people.

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 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

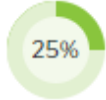
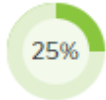




Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Student achievement is below the district average in math, reading and science. 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, reading and science. 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 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: Demographics 1 - Student Learning 1</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: Student Learning 2 - Perceptions 2</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 1 Problem Statements:

Demographics
<p>Problem Statement 1: Student achievement is below the district average in math, reading and science. 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, reading and science. 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 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.
Our master schedule needs adjustment to provide time for community circles and purposeful people.



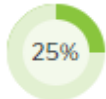
Perceptions

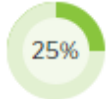




Problem Statement 2: Social-emotional well-being of students and staff increases in importance each year. However, social-emotional learning is not prioritized by all teachers.
Root Cause: Teachers need to be provided professional development in implementing SEL as well as the importance of SEL instruction impacting achievement in academic areas.
Our master schedule needs adjustment to provide time for community circles and purposeful people.

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

Performance Objective 1: Teachers will provide opportunities for students to build positive relationships with others, create a collaborative community, and support the social emotional well-being of learners through the continued implementation of the House System, Purposeful People and Morning Meetings.

Evaluation Data Sources: Morning Meeting plans, House Rallies, discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will be provided training on the House System and how to implement it in the classroom. Professional Development will be provided to staff throughout the year. Students will be taught about the Houses, how to earn House Points, and how to demonstrate positive character in the school.</p> <p>Strategy's Expected Result/Impact: Improved implementation of the House System and a decrease in the number of discipline incidents.</p> <p>Staff Responsible for Monitoring: House Committee and Leadership Team</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 2 - Perceptions 2</p> <p>Funding Sources: Professional Development - 211 - Title I Part A - \$14,000</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> <p>Problem Statements: Student Learning 2 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Regularly implement the district character education program, Purposeful 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> <p>Problem Statements: Student Learning 2 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
Strategy 4: Effectively utilize CHAMPS campus-wide to structure behaviors. Strategy's Expected Result/Impact: Decrease in discipline referrals Staff Responsible for Monitoring: Leadership Team Problem Statements: Student Learning 2 - Perceptions 2	Formative			Summative
	Oct	Jan	Apr	June
				
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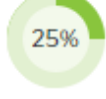




Performance Objective 1 Problem Statements:

Student Learning
<p>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. Our master schedule needs adjustment to provide time for community circles and purposeful people.</p>
Perceptions
<p>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. Our master schedule needs adjustment to provide time for community circles and purposeful people.</p>

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 Problem Statements: Student Learning 2 - Perceptions 2	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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 Problem Statements: Student Learning 2 - Perceptions 2	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Information on violence prevention and bullying prevention will be provided to parents, students and teachers. Strategy's Expected Result/Impact: Maintain a safe environment Staff Responsible for Monitoring: Leadership Team, Counselor Problem Statements: Student Learning 2 - Perceptions 2	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
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. Our master schedule needs adjustment to provide time for community circles and purposeful people.

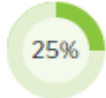

Perceptions

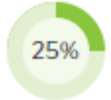




Problem Statement 2: Social-emotional well-being of students and staff increases in importance each year. However, social-emotional learning is not prioritized by all teachers.
Root Cause: Teachers need to be provided professional development in implementing SEL as well as the importance of SEL instruction impacting achievement in academic areas. Our master schedule needs adjustment to provide time for community circles and purposeful people.

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 2023-2024 school year.

Evaluation Data Sources: Surveys, Volunteer Hours, Calendar of Events, WatchDOGS Participation, Attendance Rates at 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, Reading Materials - 211 - Title I Part A - \$4,000</p>	Formative			Summative
	Oct	Jan	Apr	June
	 <p>25%</p>			
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
	 <p>25%</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide 1 or more parent engagement activities specific to the parents of emergent bilingual (EB) students.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Perceptions
<p>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.</p>

State Compensatory

Budget for McRoberts Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4

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
Rebecca Salinas	AST	1
Veronica Guajardo	AST	1

Title I

1.1: Comprehensive Needs Assessment

Revised June 2023

As part of our needs assessment our stakeholders met on April 17, 2023 at PME at 2pm. These are the problem statements we will focus on this school year.

For the 2023-2024 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

2.1: Campus Improvement Plan developed with appropriate stakeholders

McRoberts Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I. The six steps that our campus follows include: 1) establishing and training a campus advisory team; 2) clarifying the vision for school reform; 3) sharing our campus vision/story; 4) identifying data sources and gathering the data; 5) analyzing the data to make plans for improvement; 6) reporting the data findings to the campus advisory team and collecting reflections and feedback throughout the schoolwide planning process. Administrators, teachers and paraprofessionals identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systematic planning provides structure and a common language for school improvement. It also provides logical ways for all stake holders including parents, community members, teachers, administrators, support staff, paraprofessionals, technology staff and special populations personnel to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program. Our Campus Advisory Team met on April 17, 2023, at PME at 2pm. We developed the CNA and also discussed the Campus Improvement Plan.

For the 2023-2024 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

2.2: Regular monitoring and revision

McRoberts Elementary team leaders, campus leadership team, and Campus Advisory Team (CAT) work together to monitor, revise and edit the plan four times throughout the year. Student data is also reviewed to ensure that all students are provided opportunities to meet the challenging academic standards. Intervention groups are formed based on the student data. The CAT team met on April 17, 2023 to give input for the 2023-2024 CNA, CIP, and Parent Family Engagement Policy/Compact. The CNA and CIP will be reviewed and revised by the campus advisory team on the following dates:

October 11, 2023

December 13, 2023

Feb 7, 2024

April 3, 2024

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

The campus needs assessment, campus improvement plan and parent family engagement policy & compact will be available in English and Spanish in the lobby of McRoberts Elementary and on the campus website. It will also be distributed via the Parent Smore and during parent teacher conferences. Title I meetings will be held in the fall on various dates and a various times in order to accommodate parent's schedules.

2.4: Opportunities for all children to meet State standards

Our schoolwide reform strategies provide opportunities for all children to meet the state's approaches, meets, and masters levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan: 1) review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research. Identify how each activity in our school strengthens the core academic program; 2) identify scientifically-based research programs that increase the amount and quality of learning time; 3) review the master schedule to identify opportunities for extended learning time; 4) investigate how manipulatives are used in the various core areas; 5) identify programs within our school that address enriched and accelerated curriculum issues; 6) disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students. Instruction by state certified professional teachers and highly qualified paraprofessionals are important components of our schoolwide plan. Procedures in use at McRoberts Elementary to ensure that high quality instruction and support occurs include: 1) provide time off for high-quality professional development including PLC and vertical meetings; 2) provide an effective mentoring system; 3) assign teachers for a "best-fit" of their strengths 4) provide professional development for existing programs prior to the new school year for new staff or those wanting refreshers; 5) monitor effectiveness of teachers by frequent walk-throughs; 6) provide time for teachers to observe master teachers in the classroom; 7) provide training and opportunities for collaboration to analyze formative and summative student achievement data, including PLCs and planning meetings; 8) implement strategies to provide clear lines of communication between teachers and administrators. McRoberts Elementary utilizes high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the state's academic achievement standards. Procedures include: 1) select the professional development that meets the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate; 2) provide opportunities for all staff to obtain training in programs and initiatives that are already in place; 3) provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance; 4) allow teachers to attend professional developments throughout the year on content areas specific to teachers' assignments; 5) provide blocks of time before and during school for collaborative meetings or planning time across grade levels and content areas; 6)

provide opportunities for staff to share expertise by training other staff members.

2.5: Increased learning time and well-rounded education

Each grade level identifies individual students who need additional learning time to meet standards. Students needing additional support receive intervention both by the homeroom teacher and the support staff intervention teachers. The assistance and support looks different at each grade level; however, it is always available to all students in the school who need it. Intervention teachers, coaches, LSSP, counselor, APs, and behavior support are utilized as resources for improving student performance. We regularly review data and provide additional small group instruction or tutoring for all students who need assistance. During intervention time extension activities are planned for students that are above grade level in order to push them further. A gifted and talented program is on the campus and teachers refer students for GT testing along with parent consent. Destination Imagination, Choir, House Council, Chess Club and Read-Deed-Run are programs offered before and/or after school for students.

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

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often comes from less formal assessments, such as observation, performance-based assessments, or teacher-created assessments. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program. MTSS is a systematic process used to meet the individual needs of students. A committee analyzes and collaborates over behavioral and/or academic data to determine the interventions that need to be put in place by the classroom teacher for a specific student. These interventions are ongoing and may change based on specific student needs. Identified students receive tutorials in the areas of reading and math.

3.1: Annually evaluate the schoolwide plan

The Campus Advisory Team previously reviewed and revised the Parent and Family Engagement Policy on April 17, 2023. The parent and family engagement policy & compact will be available in English and Spanish in the lobby of McRoberts Elementary and on the campus website. It will also be distributed via the Parent Smore and during parent teacher conferences. The Parent and Family Engagement Policy will be reviewed and revised by the Campus Advisory Team on April 3, 2024.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was reviewed and revised by members of the Campus Advisory Team on April 17, 2023. In October of 2023 an opportunity was held in which all participants were able to give feedback regarding changes needed to the Parent and Family Engagement Policy. For the 2023-2024 school year the policy will be distributed to parents in the community Smore. Teachers will also review the policy during parent teacher conferences that will take place between the months of October to January. A committee will meet in April 2024 to revise the policy for the 2024-2025 school year.

4.2: Offer flexible number of parent involvement meetings

McRoberts Elementary will provide different dates and different times for parents to attend the Title I annual meeting so parents have more than one option to attend and receive the same information. Curriculum information will also be presented at different times to allow parents to attend based on their schedule. Understanding that parental involvement is crucial to the success of our students, we are working to make parents feel welcome and wanted at McRoberts. We have multiple events throughout the year to build parent engagement, including hosting meet the teacher, book fairs, choral and instrumental music programs, Fine Arts Nights, and curriculum nights. Other programs which encourage parental involvement are as follows: WATCH DOGS, Spirit Nights, PTA events including Movie Nights, Parent Daughter Dance, School Carnival etc. In May, students in all grade levels participate in Celebrations of Learning. Parents are invited to applaud as students are recognized for their achievements and accomplishments.

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

Campus Advisory Team

Committee Role	Name	Position
Administrator	Kelly Stroud	Administrator
Administrator	Jennifer Sheffield	Assistant Principal
Classroom Teacher	Angelita Gonzales	Teacher
District-level Professional	Nina Anderson	Central Office
Parent	Julio Ojeda	Parent
Administrator	Yanette Carmona	Assistant Principal
Community Representative	Kent Schwamberger	Community Representative
Paraprofessional	Betsaida Perez	Campus Paraprofessional
Paraprofessional	Andra Lahr	Campus Paraprofessional
Business Representative	Marlon Lewis	Parent and Business Representative
Parent	Erick Rodriguez	Parent
Parent	Rose Pena	Parent
Parent	Sara Roberts	Parent
Classroom Teacher	Kristen Cruikshank	Teacher
Classroom Teacher	Julie Whitmore	Teacher

Campus Funding Summary

192 - Special Project					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Prepared Media		\$11,000.00
Sub-Total					\$11,000.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Extra Duty Pay		\$2,000.00
1	2	1	General Supplies		\$6,500.00
1	2	1	Trackable Technology		\$23,000.00
1	2	1	Professional Development		\$1,350.00
1	4	1	Title I Reading Intervention Teacher		\$73,639.66
1	5	1	Tutorials		\$2,000.00
1	5	1	Prepared Media		\$10,000.00
1	5	1	Instructional Materials and Online Subscriptions		\$6,500.00
1	5	1	Title I Supplemental Math Teacher		\$73,639.66
1	5	1	Trackable Technology		\$23,000.00
1	5	1	Professional Development		\$1,350.00
1	6	1	Title I Teacher		\$73,639.66
4	1	1	Professional Development		\$14,000.00
5	1	1	Snacks for Parent Events		\$1,500.00
5	1	1	Reading Materials		\$4,000.00
Sub-Total					\$316,118.98
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