Plano Independent School District
Campus Improvement Plan

Robinson Middle School

6701 Preston Meadow Drive

Plano, TX 75024

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:
- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

Students are the foundation at Robinson Middle School. We are dedicated to promoting confident, responsible learners who achieve their personal best.

Campus Information

Administration Team

Principal, Billie Jean Lee

Assistant Principal, Libby DeLeon

Assistant Principal, Skip Gragert

About Us

John W. Robinson Middle School was named for John Wesley Robinson, an early settler in the Plano area. Mr. Robinson moved, with his family, from Tennessee in 1896. His first job was working as a ranch hand on the Olny Davis Ranch. He lived in this vicinity the rest of his life. In 1924, Mr. Robinson bought a 167 acre farm north west of Plano that was to become the "Robinson Homeplace". It wasn't until the summer of 1926 that Mr. Robinson moved his family to the Robinson homeplace. Mr. Robinson, a farmer, was active in many church and community activities. He also served on the Board of Trustees of the Lebanon School, a public school that was later divided between Plano and Frisco Independent School Districts. John Robinson lost his life in an automobile accident September 10, 1963.

Campus Status

X   Non-Title I Campus

Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 09/04/2018 04:00 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/30/2019 04:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 06/10/2019 10:00 am

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.
Objective #2 - Students will be encouraged and challenged to meet their full educational potential.
Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.
Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit**, **support**, and **retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Larissa Lowrance	Faculty Member	2018	X		
Beverly Kennington	Faculty Member	2018	X		
Nick Thomason	Faculty Member	2015	X	X	
Lisa Arriaga	Faculty Member	2016	X	X	
Jordan Zimmerman	Faculty Member	2018		X	
Hoda Abdel-Ghani	Faculty Member, Special Ed	2015	X	X	
Billie Jean Lee	Principal	2010	X	X	X
Becky Woodard	District Professional	2018	X	X	X
Sara Seoighe	Campus Professional, Non-teaching	2017	X	X	X
Martine Whitten	Support Staff Member	2015	X	X	
Lavina Kayyal	Parent-Selected by PTA	2017	X	X	
Joe Escobar	Parent-Selected by Principal	2018	X	X	X
Renee Huff	Parent	2017	X		
Lisa Block	Parent	2018		X	
Joanna Muturi	Parent	2018	X	X	
Tabitha Pondexter-Maxime	Parent	2018	X	X	
Devin Dusek	Community Member	2017	X		
Dr. Bob Davis	Community Member	2018	X		
Paul Donison	Business Representative	2018			
Smitha Vasudevan	Parent	2018	X		X
Sridhar Veera Bomma	Parent	2018			

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Libby DeLeon	Campus Professional, Non-teaching	2012	X	X	X
Skip Gragert	Campus Professional, Non-teaching	2017	X	X	X
Buffy Bynum	Parent	2017	X		

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD's compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	$$71,221.02	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Diversity (cultures, languages, backgrounds, SES, abilities) has increased on our campus which is allowing us more opportunities to meet the needs of our students. All students are welcome and most feel that way. Our new families often comment on the warmth of our staff and our building culture. We offer many resources and do our best finding them if they are not readily available. We have become more creative in how we reach out to our parents, especially those that are new to Plano. This change in diversity is a positive one.	Teachers would like more information on what types of resources are available on our campus, and beyond, for students and their families. Our seemingly growing mobility rate is an area of growth for us as we see more students come and go. As a campus, we can do more to celebrate the many cultures and languages such as cultural celebrations and events both during and after the school day. Ensuring that all students have access to courses of rigor.	Ensuring that students who are new to Robinson and Plano ISD have all needs met and have the opportunity for success
Student Achievement	Meeting needs of low SES students growth overall (higher scores than district and state) small percentage of not meeting standard 8th reading has improved math seems stronger students are mastering subjects when moving through middle school	lower percentage at "Masters" level increase growth for "meets standards" students closing achievement gap for all students improve mastery percentage need to improve growth for Q1 (PES)	evaluate effectiveness of intervention program moving students from "meets" to "masters" Challenging students in Q1/masters level Understanding and utilizing data more effectively

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	LEP performance support for at-risk students science has maintained scores through the years in comparison, science is doing very well compared to state Overall, Robinson Math scores across all measures are strong. Algebra I scores in particular. passing rates exceed district percentages for all grades in Math consistently growth for Robinson exceeds district and state percentages multiple subjects show consistent positive PES across all quintiles the cohort report indicates improvement on student scores over the three years they attended Robinson successful vertical alignment of material/instruction		
School Culture and Climate	students and staff feel safe unity in diversity welcoming environment, asking for students' input kids feel listened to positive climate academics are valued	Connecting students to positive role models Consistent understanding of expectations and philosophy	Consistent understanding from staff and students of expectations/ restorative practices Sharing of student behavior data with staff

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Staff Quality/ Professional Development	Teachers are selected by a panel interview process. Administrators and teacher teams participate in district recruiting events. Campus professional development is driven by the Campus Improvement Plan goals. Teachers have many options to select professional development to support their individual goals. Consistent hiring practices have been implemented based on district procedures.	Continue to improve beginning teacher mentorship and support Have more opportunities for teacher-presented professional development based on teacher needs Continue to participate in college recruitment events	Develop a consistent plan for ongoing professional development tailored to new teachers and those new to the district Develop more opportunities to support paraprofessional staff members
Curriculum, Instruction, Assessment	PISD curriculum has been carefully linked to the requirements set forth by the state (TEKS) and is updated yearly to insure alignment. The curriculum is also carefully aligned vertically, and this aspect is discussed by curriculum teams each year. Curriculum is reviewed by teams comprised of teachers that are active users of that curriculum each year, looking to improve instruction by revamping lessons, incorporating new teaching methodologies and technology where it is meaningful to the students. Feedback is sought from all teachers and incorporated into the changes implemented.	Examining effectiveness of intervention curriculum More time for peer collaboration, planning, and adjusting curriculum to meet needs of students. More opportunities for teacher feedback on effectiveness of lessons and new ideas. More training on effective strategies to meet the needs of all students. Coaching opportunities for teachers Implementing more opportunities for collaboration and use of technology in the curriculum.	Incorporating 21st-century skills into student learning Opportunities to learn more about differentiation strategies Ensuring that students in need of intervention are identified early Effective use of student data Incorporating activities for early mastery students

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	21st Century skills are being address in lesson plans. Structures are in place to project-based learning, student engagement and collaboration, use of technology, etc. The 'Understanding by Design' method of unit and lesson planning used by the district insures student assessments align with learning goals. the district also uses data from achievement results and MAP testing to improve curriculum. Curriculum is flexible and in many cases includes notes/suggestions on how to differentiate based on the current skills of students. Curriculum is easily accessible to all teachers and is kept current and accurate.		
Family and Community Involvement	Our PTA is very involved in the life of our school, and it plays an active role in social as well as academic achievements. Family and community involvement ESL Family Nights	Ensuring that all families, especially those from other countries, feel welcome and involved in our school.	Work to build more inclusion for families who speak other languages.
School Context and Organization	Open door policy for speaking with administrators PDH support for all areas Curriculum to support our classroom	Developing teacher autonomy Ensuring communication of consistent expectations to staff and students	Developing a clear understanding of staff and student expectations and clear process for teacher input

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	Intervention opportunities for students Focus on student success and growth		
Technology	Strong campus CTA Webdesk Chromebooks in all core classrooms	More opportunities for teacher training in technology	Consistent implementation of cell phone policy More opportunities for teacher training in technology

Critical Action #1

Problem Statement	Students are performing below the district average on STAAR masters level in the following areas: 6th grade math (non-ED, SpED); 6th grade reading (non-ED, Current LEP, ESL, Monitored 1, Monitored 2); 7th grade math (all students, non-ED, current LEP, and SpEd); 7th grade reading (current LEP, ESL, SpEd); 7th grade writing (current LEP, ESL, and SpEd); 8th grade math (ED, SpED); 8th grade social studies (non-ED, and SpED)
Root Cause and Strategy	1) We will ensure that all teacher have an understanding of data available to them through Edugence (MAP, PES, STAAR Reports). 2) All teachers will have guided data analysis on Edugence, PES, STAAR growth measure, and district semester exams in order to gain a better understanding of their students. 3) We will address appropriate differentiation strategies to address the needs for all students, ensuring that they are developed and included in lesson plans and implemented in the classroom.
Goal	Increase the percentage of all students performing at the Masters grade level standard to decrease the gap between the campus and district to meet the district average performance
Project Lead	Campus Administrators, PISD Assessment Department, Content Coordinators and Specialists
Staff, Title I Staff	Grade Level Team Teachers, Academic Specialists, Special Education Team Leader, ESL Teachers
Materials and Resources	District Curriculum, Edugence Data (STAAR Roster, MAP Data, PES Growth Roster), Eduphoria

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
PISD Assessment Department delivers staff training on Edugence, followed by department break-out sessions to review student data				September 13, 2018 (4:00 - 6:00 p.m.)	Meeting agenda, Edugence reports, teacher analysis/feedback document	Increased teacher understanding and awareness of data available in Edugence			Significant Progress Training completed on 9/13/2018	
PISD Assessment Department delivers staff training on Plano Effect Score, followed by department break-out sessions to review student data				October 25, 2018 (4:00 - 6:00 p.m.)	Meeting agenda, PES reports, student MAP reports, teacher analysis/feedback document	Increased understanding of student performance, resulting in ability to plan more effective instruction			Significant Progress Training completed on 10/25/2018	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
PISD Assessment Department delivers staff training on STAAR growth measure, followed by department break-out sessions to review student data				November 29, 2018 (4:00 - 6:00 p.m.)	Meeting agenda, STAAR growth reports, teacher analysis/feedback document	Increased understanding of student performance, resulting in ability to plan more effective instruction			Significant Progress Training completed on 11/29/2018	
PISD Assessment Department delivers staff training on semester exams, followed by department break-out sessions to review student data				January 3, 2019 (9:00 a.m. - 11:00 a.m.)	Meeting agenda, semester exam reports, teacher feedback/analysis document	Increased understanding of student performance, resulting in ability to plan more effective instruction			Significant Progress Training completed on 1/6/2019 - re-scheduled due to renovation move and unpacking	
Administrators meet weekly with grade-level content teams (math 6, English 7, etc.) to develop lesson plans that reflect effective strategies for ensuring student growth, including engagement, cognitive level, and differentiation, with a focus on early mastery students.				Weekly beginning August 20 during regularly-scheduled grade-level content planning times	Google doc lesson plan	Increased understanding of student performance, resulting in ability to plan more effective instruction			Significant Progress Administrators met weekly with grade-level content teams utilizing a common lesson planning document; document was submitted to administrator and shared with team	
Collaborative department teams will meet monthly to review assessment data through the use of guiding questions.				Monthly, 2nd Thursday of the month (3:45 - 4:30 p.m.)	Meeting agenda; teacher feedback document	Providing time for reflection on student assessment to ensure alignment of assessment and instruction, develop a plan for better intervention/reteaching of concepts			Some Progress Departments reserved the 2nd Thursday of the month for full department meetings and data analysis	
Implement a pre- and post-assessment to assess teacher areas of strength and weakness in their				September 6, 2018 (pre-test); January 2019 (post-test)	Google form responses	Increased understanding and awareness of all student data			Significant Progress Teachers were able to provide feedback on data	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
understanding of available data						available to teachers			sessions and request additional follow up and training as needed; adjustments were made to SSI process based on data; collaboration with other middle school campuses on best practices; interventions were revised based on individual performance of students	

Critical Action #2

Problem Statement	The collaborative teams are operating a varying levels of autonomy compared to the collaborative teams that transform the PLC process.
Root Cause and Strategy	1) We will address the need for a consistent agenda, including group norms and a mission statement, to be developed and implemented in all collaborative team meetings. 2) We will address the need for a planning schedule that allows administrators to attend and participate in planning meetings. 3) We will address the need for accountability, by requiring all collaborative planning agendas be completed and submitted to grade-level administrators.
Goal	Collaborative teams will meet weekly, utilizing a consistent agenda format including group norms and a mission statement, to plan effective daily instruction that includes learning targets, formative assessments, "do now" warm-ups, engaging collaborative activities, and differentiated questioning and instruction.
Project Lead	Administrative team, grade-level team leaders, department chairs
Staff, Title I Staff	All teachers
Materials and Resources	Google agenda forms, google docs-created agendas, district curriculum

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Administrators will provide time in August professional development for each teacher to participate and provide input on group norms and mission statements.				August 3-4, 2018	MLP training log; Google spreadsheets; meeting agendas	Increase academic performance by implementing planning and instruction protocols with fidelity			Significant Progress Norms and mission statements were developed with input from all teachers; leadership team took feedback to develop common norms and mission statements	
Campus leadership teams will meet to review teacher feedback and develop norms and mission statements for their teams.				August 13 - 20, 2018	Meeting agendas				Significant Progress	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Campus administrators meet with grade-level teams and grade-level curriculum teams to introduce meeting format.				August 20 - 24, 2018 (grade-level teams meet weekly after school from 3:45 - 4:30; curriculum teams meet weekly during their subject-level planning meetings	weekly meeting agendas and lesson plans (Google documents)				Significant Progress Administrators introduced meeting formats in content and grade-level team meetings.	
Grade-level curriculum teams meet weekly, with assigned roles, developing a detailed plan for an individual lesson scheduled for the following week.				Weekly - curriculum teams meet weekly during their subject-level planning meetings	Weekly lesson plan (Google document)				Significant Progress Teams met weekly to prepare a detailed lesson plan following a meeting protocol and agenda. Lesson plans were shared with team members and administrators.	
Core subject departments meet monthly to review classroom formative and summative assessments, analyzing through the use of guided questions				Monthly - 2nd Thursday of each month from 3:45 - 4:30 p.m.	Teacher feedback from guided questions (Google form)				Some Progress One department meeting per month was devoted to reviewing assessment data.	

Critical Action #3

Problem Statement	There is a need for improved communication of student expectations, while implementing restorative and SEL practices.
Root Cause and Strategy	1) We will address the need for consistent communication of campus behavioral expectations for staff and students. 2) We will form a teacher-led Social and Emotional Learning committee to create and implement a plan to educate teachers and students on SEL strategies. 3) We will provide student management data to teachers to help monitor the effectiveness of our SEL initiatives.
Goal	Decrease in the number of referrals resulting in ISS and OSS.
Project Lead	Campus administrators; campus Social and Emotional Learning coordinator
Staff, Title I Staff	All teachers
Materials and Resources	SEL standards; advisory curriculum

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Provide professional development on student management scenarios/process				August 3 and 4, 2018	Meeting agenda and handouts	Decrease the number of student referrals resulting in ISS/OSS			Significant Progress Presented during August PD	
Provide teachers with handouts regarding cell phone policy and tardy policy				August 13, 2018	Classroom posters				Significant Progress Provided during August PD and posted in classrooms and common areas	
Name a campus teacher as Social and Emotional Learning coordinator and form a Social and Emotional Learning Committee composed of teachers and other staff members.				August 30, 2018	SEL meeting agenda and notes		First meeting of the committee took place on August 30, 2018 from 3:45 - 4:30 p.m. SEL standards will be introduced at a full-staff meeting on September 6, 2018		Significant Progress Heba Abdelghani served in this role and oversaw the campus SEL initiatives implemented through the campus's advisory period. The SEL committee was	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
									active throughout the year, and a Community Keepers student group was formed.	
Provide student expectation presentations through advisory classes				September 4 - 30, 2018 through advisory classes	Google Slides presentation; advisory calendar				Significant Progress Administrators presented to each advisory class to set expectations at the beginning of the year.	
Provide bullying information/reporting process to students through advisory classes				October 1 - October 31, 2018 through advisory classes	Powepoint presentation; advisory calendar				Some Progress Training was delivered by grade-level counselors through content classes.	
Implement circle activity into advisory curriculum				Weekly on Mondays through advisory beginning in September.	Circle question bank; advisory calendar				Some Progress Circle activities were implemented during advisory each Monday. Students also were introduced to check-ins to give students an opportunity to communicate their well-being to their teachers.	
Implement quick-data on campus safety				Weekly beginning week of September 4 through staff meetings/parent pick up/student arrival	Google spreadsheet				Some Progress Quick data was taken from staff, parents, and students and supervision schedules/training was revised based on feedback.	
Generalize Circle Time into other classrooms for weekly check-out				Weekly during core classes on Friday or as late in	Monday Memo calendar; staff e-mails				Some Progress This was only implemented one	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
				the week as possible, alternating among math, science, English, and social studies					time this year and is an area of growth for next year.	
Utilize quick data to monitor progress toward goal.				Once weekly for staff, students, and parents, via staff meetings, student check-out, and student arrival	Google spreadsheet				Some Progress Duty schedules were revised based on quick data. Additional duty spots were added due to building changes through renovation.	

Health, Fitness and Attendance

The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (Required Action Steps per SB 892; Education Code 11.253(d); BQ LEGAL)

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	August 29, 2018 @ 7:45 a.m.	Meeting schedule has been determined and goals set for the school year. A suggestion was made to include more competitive and awareness events for students. Robinson has been designated as a Healthy Zone School by the Cooper Clinic. Explore how movement may be implemented into other classes.	Christie Camizzi, school nurse, served as Wellness Captain.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	August 29, 2018 @ 7:45 a.m.	A PTA representative serves on the committee each year.	Natalie Simmons served as the PTA representative for Robinson.
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.	Principal	Coordinated School Health Curriculum	Monthly meetings with the Campus Wellness Committee		Health for high school credit was offered this year. Health is also delivered through PE classes.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Completed by September 6, 2018		Bulletin board was created by the 6th grade breakfast area near the gym.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	Updates sent via e-news weekly on Monday afternoon; Events published on monthly website calendar; School messenger call-out reminders two days prior to events.	What can be done to promote the wellness events more?	Information regarding these activities were shared in a variety of ways including School Messenger, PTA communications, marquee, and e-news. Bike to School events, family yoga and badminton

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
						nights were established

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Beginning and end of each semester of PE		All requirements completed
4th & 7th	Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	End of each semester		All requirements completed

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	PE department meets weekly to plan lessons; administrator joins meeting once per month to review; walkthroughs are conducted weekly		PE department met weekly on Fridays
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Weekly during PE classes		Several coaches implemented this as part of their individual

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
						goal setting process.
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	Principal	Yearly Plan Form	PE Department meets weekly to plan lessons administrator joins meeting once per month to review; walkthroughs are conducted weekly		PE has a written district curriculum that is implemented

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Attendance reports are run every three weeks and reviewed by administrative team for follow up.		Student attendance is regularly monitored and interventions are utilized as needed including parent calls, parent letters, attendance BIPs, parent education classes, and filing of truancy

Violence Prevention and Bullying

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	July 2018 prior to start of year; review every three weeks as a part of quick data		Supervision schedule was adjusted based on Quick Data from teachers regarding supervision needs based on building changes from renovation.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily (Each teacher has one duty assignment, morning or afternoon, weekly)	Quick Data surveys will evaluate high risk areas, with adjustments being made as needed.	Each staff member was assigned a before or after-school duty spot each week. Teachers are expected to be in hallways between classes.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Review in August professional development (8/3/2018), update in monthly staff meeting		The staff handbook and Code of Conduct is reviewed with the staff in August.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
			first Thursdays of each month		

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	completed 8/3/2018		All training completed by 8/3/2018
Review referral process.	Principal or designee	Campus referral plan	Completed 8/3/2018		All training completed 8/3/2018.
Complete Safe Schools video training	Principal or designee	Safe Schools website	All courses completed by 12/21/2018		All training completed 12/21/2018 as required by the district.
Incorporate safety update into each full staff meeting	Principal or designee	Google Slides	1st Thursday of each month during full staff meeting beginning September 6, 2018.		Safety updates were given as a part of each staff meeting.

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	8/3/2018		Reviewed 8/3/2018
Implement campus referral plan.	Principal or designee	Campus Referral Plan	8/3/2018		Reviewed 8/3/2018

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Daily		Reviewed by leadership team at leadership retreat on 5/30/2019

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Administrative presentations during advisory (small groups) by administrators during the month of September		Leadership team addressed needs for 2019-20 at retreat on 5/30/2019
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily (Each teacher has one duty assignment, morning or afternoon, weekly)		Areas will continue to be addressed as needed based on new campus layout

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Explain referral process/contacts.	All teachers	Referral Plan	First week of school (August 13 - 15), 2018		Completed 8/15/2018
Student expectations/Robinson community discussion with administrators in small groups through advisory	Administrators	Google slides presentation/advisory calendar	During advisory periods through the month of September		Completed 9/30/2019

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Student bullying presentations by counselors in small groups through advisory	Counselors	Powerpoint presentation/advisory calendar	During advisory periods through the month of October		Completed 10/31/2018

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Classroom procedures, positive behavior supports	daily		Team leaders discussed campus needs at retreat on 5/30/2019
Employ discipline interventions.	Designated staff	Online referral forms, parent contact logs	as the need arises		These are part of the staff handbook. Plan to review in August 2019.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	restorative processes, mediation processes, community resources	as the need arises		Campus began use of restorative practices in the classroom setting in 2018-19. This will be expanded next year.
Conference with parents/students.	Teachers or other staff	conference notes	as the need arises		Review of conferencing best practices will be conducted prior to parent/teacher conference day October 2019.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply restorative practices	Administration/counselors/teachers	restorative processes, notes from interventions	as the need arises		Continue in 2019-20 including counselors and teachers as appropriate.

Parent Involvement

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. **Title I Components: 1, 6, 10** **Funding Sources: SCE, Title I and Local**	Administrators/Counselors/Registrar	Robinson website; School Messenger; E-news; PTA Newsletter; PTA Facebook page; PTA Website	Weekly communication via each method from June 4 - August 10, 2018.	This action step was implemented successfully with help from PTA volunteers and communication. Look at ways of ensuring all parents have access to all methods of communication/ Google classroom.	This step will be continued in the 2019-20 school year.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. **Title I Components: 1, 6, 10** **Funding Sources: SCE, Title I and Local**	Administrators/Counselors/Registrar/PTA Volunteers	Robinson website; School Messenger; E-news: PTA Newsletter; PTA Facebook page; PTA Website	Weekly communication via each method from June 4 - August 10, 2018; Computer lab 216C was open during schedule Walkabout on August 10, 2018		Continue at July 31, 2019 Walkabout

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Upgrade and maintain the campus website for easy access and increased communication with the community. **Funding source: State and Local**	Administrators/Campus Webmaster	E-news articles;	Assistant principal meets weekly with webmaster to ensure timely website updates.		The campus had a change in webmasters in January 2019. The website is currently up-to-date.
Communicate information through eNews and through hard copies when internet access Is not available. **Funding source: State and Local**	Administrators/Campus E-news editor	E-news articles; hardcopies of e-news	E-news is sent weekly on Monday afternoons while school is in session; Special e-news is sent on an as needed basis	Include ways to inform parents on clubs and organizations available to students. Utilize parent translators to ensure all parents are receiving information about the campus.	Hard copies are available upon request.
Utilize social media to keep parents and community informed. **Funding source: State and Local**	Principal/PTA	Robinson Twitter Account; PTA Facebook page; PTA Website	Tweet is sent three times weekly; PTA Facebook page is ongoing and is updated as the need arises.	Several parents commented that they like Remind as a communication method. Include information on the benefits of joining PTA/Dads' Club.	The campus used a combination of School Messenger and e-news to communicate information. Feedback is positive on the amount of communication. PTA has a variety

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
					of communication methods including a website, Facebook page, newsletter, and e-mails.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. **Funding source: State and Local**	Principal/PTA President/PTA Board	PTA Meeting Agenda and Calendar	PTA board meetings the first Friday of each month at 9:00 a.m. in the Robinson library. PTA president and principal meet on the Thursday prior to each board meeting.		This practice will continue during the 2019-20 school year.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). **Funding source: State and Local**	Principal/PTA President/PTA Board/PTA Programs Chair	PTA Board Agendas	Monthly, beginning in September	PTA Welcome Coffee - 9/13/2018 Carrie Stephens - 11/15/2018 @ 6:30 p.m. Red Ribbon Week Speaker - October 26, 2018 during school day Art Day - March 2019 (TBA) Yoga Classes - April 2019 (TBA)	The campus partnered with PTA on Hogfest (community service) and Art Day (Robinson Creates), and Razorback Run. These were new initiatives for this year. Feedback from planners is that Hogfest will continue next year as a Red Ribbon Week/community

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
					building project. PTA also offered a coffee for incoming 5th grade parents in May 2019.

Transition

The campus will assist students in making a successful transition between middle school to high school (grades 9 and 10).

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Middle school counselors deliver guidance lessons that support and promote the learning process. **Title I Components: 7** **Funding source: State and Local**	Administration/Counselors	Naviance program	6th Grade: Academic Success Survey/Career Interest Survey September 11 - 13; November 13 - 16 through science classes; 7th Grade: September 24 and 26 through English classes; 8th Grade: Career Clusters September 17, 19, 20 through science classes.		Counselors completed all scheduled visits into classrooms.
Campus implements programs dealing with teasing, criticism, bullying, and anger control help students deal with peer pressure and learn to make wise decisions. **Title I Components: 7** **Funding source: State and Local**	Heba Abdelghani	Master schedule; RDNN broadcasts; weekly advisory calendar; district social and emotional learning curriculum documents	Twice weekly (Monday and Wednesday)	SEL Committee met for the first time on 8/30/2018 at 3:45 p.m.	The campus will implement more lessons next year via RDNN broadcasts.
Academic Conferences - Counselors meet with parents and students to discuss academic progress and assist in developing individual 4-year plans for high school. **Title I Components: 7** **Funding Sources: State and Local**	Counselors	District-provided PowerPoint; District-provided high school course guide; course selection document	Beginning February 1 - 3 session daily for nine days	Could former students be involved in speaking with students about their high school experience.	Parent feedback was positive regarding videos that were available prior to academic conferences.

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
				Short Term	Long Term
Parent programs are held to explain high school courses and scheduling to parents. **Title I Components: 7** **Funding Sources: State and Local**	Counselors	Cistrict-provided PowerPoint; District-provided high school course guide; course selection document	Beginning February 1, 2019 - three session daily for nine days	Provide additional information to parents regarding the Naviance program, student interests.	Course card will be revised and sent home prior to the meetings.
Academy programs provide videos to describe their programs and explain the application process.	Administrators	Video links	November 2018 during advisory periods (1:20 - 1:46 each day); Lunch visits in December - TBA	Parents feel that open houses and meetings regarding these programs are important to provide information on all options available to them.	In addition to videos, academy students visited to inform students about their programs.
Campus communicates to parents via e-news, website, and School Messenger information regarding district academy meetings.	Administrators/E-news editor/Webmaster	E-news articles; website posts; School Messenger scripts	November 2018-January 2019; e-news is published weekly on Monday afternoons		Parent feedback was positive regarding amount of information available to them regarding the programs.

State Certified Teachers and Highly Qualified Paraprofessionals

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the **Title I Component 4 and 5 Funding source: State and Local**	Professional Learning Department, Curriculum Department, and Campus Administrators	Meeting agendas; Edugence data;	Teachers meet weekly on Thursday afternoons from 3:45 - 4:30 p.m. 1st and 4th Thursdays of each month focus on collaborative planning procedures related to High Reliability Schools Level 1 work. 4th Thursdays focus on data work led by district assessment team, followed by breakout sessions. 2nd Thursdays are department-focused, looking at classroom assessment data. 3rd Thursdays are reserved for leadership team professional development. Teachers are also able to access the MLP course offerings to tailor their professional development to their	Thursday afternoons beginning September 6, 2018 and ending May 2019. Professional development is from 3:45 - 4:30 each session. What can be put in place to help retain paraprofessional staff? It was noted by committee that PISD offers great online opportunities for PD.	The campus will partner with Rice Middle School and Jasper High School to bring in Alan November for all staff on August 1, 2019. The campus will also focus on High Reliability Schools Level 2 in 2019-20.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
			needs and according to their schedule.		