

# **Plano Independent School District**

## **Robinson Middle School**

**2021-2022**



**Board Approval Date:** November 3, 2021

# Mission Statement

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

## Vision

At Robinson Middle School, we will foster a community where students have an opportunity to maximize their potential through differentiation, resiliency, dedication to equity, and lifelong learning.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Low SES enrollment is increasing.

African American students showed gap in achievement compared to other groups.

SPED and Hispanic groups showed gaps in achievement.

# Student Learning

## Student Learning Summary

**Robinson Middle Goals:** (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

## Student Learning Strengths

High achievement on STAAR.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Quintiles 4 and 5 (lowest) for 7th and 8th grade Math have a lower percentage of students meeting growth expectations than other groups. **Root Cause:** Student growth is impacted in these groups because of skill gaps in mathematical foundational concepts, reading/interpreting word problems, and study skills.

**Problem Statement 2 (Prioritized):** Students who are ELL in 6th, 7th, and 8th grades show less typical MAP Reading growth than other students from Fall to Spring. **Root Cause:** Because needs are different, curriculum needs to have differentiation embedded for ELL's.

**Problem Statement 3 (Prioritized):** Quintile 1 (highest) students for 6th and 8th grade Science have a low percentage of projected growth met. **Root Cause:** There has been more focus on quintile 5 than 1 with a lack of differentiation and extension activities.

**Problem Statement 4 (Prioritized):** On 8th grade Social Studies STAAR the majority of SPED and ELL students did not meet standard. **Root Cause:** ELL and SPED students need more instruction and practice with vocabulary and social studies skills.

# **School Processes & Programs**

## **School Processes & Programs Summary**

Some teacher groups are fully implementing the Collaborative Team Framework. Some groups are not.

## **School Processes & Programs Strengths**

The collaborative team framework is embedded in most PLCs and teams.

There is time built into the master schedule for collaboration.

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

**Problem Statement 1:** There are varying levels of implementation of the Collaborative Team Framework across the campus.

# Priority Problem Statements

**Problem Statement 1:** Quintiles 4 and 5 (lowest) for 7th and 8th grade Math have a lower percentage of students meeting growth expectations than other groups.

**Root Cause 1:** Student growth is impacted in these groups because of skill gaps in mathematical foundational concepts, reading/interpreting word problems, and study skills.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Students who are ELL in 6th, 7th, and 8th grades show less typical MAP Reading growth than other students from Fall to Spring.

**Root Cause 2:** Because needs are different, curriculum needs to have differentiation embedded for ELL's.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Quintile 1 (highest) students for 6th and 8th grade Science have a low percentage of projected growth met.

**Root Cause 3:** There has been more focus on quintile 5 than 1 with a lack of differentiation and extension activities.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** On 8th grade Social Studies STAAR the majority of SPED and ELL students did not meet standard.

**Root Cause 4:** ELL and SPED students need more instruction and practice with vocabulary and social studies skills.

**Problem Statement 4 Areas:** Student Learning

# 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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data

## **Student Data: Assessments**

- (STAAR) current and longitudinal results, including all versions
- Student failure and/or retention rates

## **Student Data: Student Groups**

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback







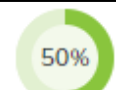





# Goals

**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2022.

**Performance Objective 1:** The percent of Robinson students that score Meets grade level or above on STAAR ELAR 6-8 will increase from 71% in 2019 to 75% by June 2022. The SPED student group performance will increase from 24% in 2019 to 29% in 2022. The African American student group performance will increase from 43% in 2019 to 50% in 2022.

**Evaluation Data Sources:** 2022 STAAR Assessment

**Summative Evaluation:** Met Objective

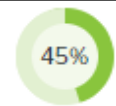
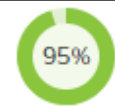


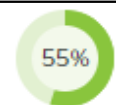





| Strategy 1 Details  | Formative Reviews |   |   |
|---|-------------------|---|---|
| <b>Strategy 1:</b> Professional learning on differentiation methods and instructional strategies to adapt lessons to address individual growth needs of all students including target demographic groups.<br><b>Strategy's Expected Result/Impact:</b> Teachers will increase their expertise in differentiation methods.<br><b>Staff Responsible for Monitoring:</b> Department Chair, AP, Principal   | Formative         |   |   |
|   | Nov               | Feb   | June  |
|   |                   |    |    |
| Strategy 2 Details  | Formative Reviews |   |   |
| <b>Strategy 2:</b> Lesson planning and delivery includes evidence of differentiation and adjustment based upon student data.<br><b>Strategy's Expected Result/Impact:</b> Clear, shared process for accountability, sharing of ideas, and action steps based on data<br><b>Staff Responsible for Monitoring:</b> Department Chair, AP, Principal  | Formative         |   |   |
|   | Nov               | Feb   | June  |
|   |                   |   |   |
| Strategy 3 Details  | Formative Reviews |   |   |
| <b>Strategy 3:</b> Vocabulary stations for each unit and opportunities for practice with academic language embedded into lessons.<br><b>Strategy's Expected Result/Impact:</b> Students will have background knowledge that is essential for understanding complex texts.<br><b>Staff Responsible for Monitoring:</b> Department Chair, AP  | Formative         |   |   |
|   | Nov               | Feb   | June  |
|   |                   |  |  |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |                   |   |   |

**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

**Performance Objective 1:** The percent of Robinson students that score Meets grade level or above on STAAR Math 6-8 will increase from 77% in 2019 to 79% by June 2022. The SPED student group performance will increase from 25% in 2019 to 30% in 2022. The African American student group performance will increase from 39% in 2019 to 46% in 2022.

**Evaluation Data Sources:** 2021 STAAR Assessment

**Summative Evaluation:** Some progress made toward meeting Objective











| Strategy 1 Details   | Formative Reviews |   |   |
|--|-------------------|---|---|
| <b>Strategy 1:</b> Professional learning on differentiation methods and instructional strategies to adapt lessons to address individual growth needs of all students including target demographic groups.<br><b>Strategy's Expected Result/Impact:</b> Teachers will increase their expertise in differentiation methods.<br><b>Staff Responsible for Monitoring:</b> Department Chair, AP, Principal    | Formative         |   |   |
|  | Nov               | Feb   | June  |
|  |                   |    |    |
| Strategy 2 Details   | Formative Reviews |   |   |
| <b>Strategy 2:</b> Lesson planning and delivery includes evidence of differentiation and adjustment based upon student data.<br><b>Strategy's Expected Result/Impact:</b> Clear, shared process for accountability, sharing of ideas, and action steps based on data<br><b>Staff Responsible for Monitoring:</b> Department Chair, AP, Principal   | Formative         |   |   |
|  | Nov               | Feb   | June  |
|  |                   |    |    |
| Strategy 3 Details   | Formative Reviews |   |   |
| <b>Strategy 3:</b> Implement Tier I intervention strategies to address skill gaps based on data from spiral reviews and progress-monitoring assessments.<br><b>Strategy's Expected Result/Impact:</b> Skill retainment<br><b>Staff Responsible for Monitoring:</b> Department Chair, AP  | Formative         |   |   |
|  | Nov               | Feb   | June  |
|  |                   |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |   |   |

**Goal 3:** DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022.

**Performance Objective 1:** The percent of Robinson students that score Meets grade level or above on STAAR Science 8 will increase from 69% in 2019 to 72% by June 2022. The SPED student group performance will increase from 22% in 2019 to 26% in 2022. The African American student group performance will increase from 38% in 2019 to 45% in 2022.

**Evaluation Data Sources:** 2021 STAAR Assessment

**Summative Evaluation:** Met Objective











| Strategy 1 Details   | Formative Reviews |   |   |
|--|-------------------|---|---|
| <b>Strategy 1:</b> Professional learning on differentiation methods to adapt lessons to address individual growth needs of all students including target demographic groups.<br><b>Strategy's Expected Result/Impact:</b> Teachers will increase their expertise in differentiation methods.<br><b>Staff Responsible for Monitoring:</b> Department Chair, AP, Principal                                 | Formative         |   |   |
|  | Nov               | Feb   | June  |
|  |                   |    |    |
| Strategy 2 Details   | Formative Reviews |   |   |
| <b>Strategy 2:</b> Lesson planning and delivery includes evidence of differentiation and adjustment based upon student data.<br><b>Strategy's Expected Result/Impact:</b> Clear, shared process for accountability, sharing of ideas, and action steps based on data<br><b>Staff Responsible for Monitoring:</b> Department Chair, AP, Principal   | Formative         |   |   |
|  | Nov               | Feb   | June  |
|  |                   |    |    |
| Strategy 3 Details   | Formative Reviews |   |   |
| <b>Strategy 3:</b> Implement Kagan strategies to increase student engagement and learning in labs and group projects.<br><b>Strategy's Expected Result/Impact:</b> Student engagement will result in increased student learning.<br><b>Staff Responsible for Monitoring:</b> Department chair, AP  | Formative         |   |   |
|  | Nov               | Feb   | June  |
|  |                   |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |   |   |

**Goal 4:** DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2019 to 2022.

**Performance Objective 1:** The percent of Robinson students that score Meets grade level or above on STAAR Social Studies 8 will increase from 58% in 2019 to 62% by June 2022. The Economically Disadvantaged student group performance will increase from 28% in 2019 to 37% in 2022. The SPED student group will increase from 11% in 2019 to 15% in 2022. The African American student group will increase from 26% in 2019 to 33% in 2022.

**Evaluation Data Sources:** 2021 STAAR Assessment











**Summative Evaluation:** Exceeded Objective

| Strategy 1 Details  | Formative Reviews |   |   |
|---|-------------------|---|---|
| <b>Strategy 1:</b> Professional learning on differentiation methods to adapt lessons to address individual growth needs of all students including target demographic groups.<br><b>Strategy's Expected Result/Impact:</b> Teachers will increase their expertise in differentiation methods.<br><b>Staff Responsible for Monitoring:</b> Department Chair, AP, Principal  | Formative         |   |   |
|   | Nov               | Feb   | June  |
|   |                   |    |    |
| Strategy 2 Details  | Formative Reviews |   |   |
| <b>Strategy 2:</b> Lesson planning and delivery includes evidence of differentiation and adjustment based upon student data.<br><b>Strategy's Expected Result/Impact:</b> Clear, shared process for accountability, sharing of ideas, and action steps based on data<br><b>Staff Responsible for Monitoring:</b> Department Chair, AP, Principal  | Formative         |   |   |
|   | Nov               | Feb   | June  |
|   |                   |    |    |
| Strategy 3 Details  | Formative Reviews |   |   |
| <b>Strategy 3:</b> Implement skills based warm ups (Map Monday, Timeline Tuesday, Word Wednesday, Thinking Thursday, Free Response Friday)<br><b>Strategy's Expected Result/Impact:</b> Skill retainment/ reinforcement<br><b>Staff Responsible for Monitoring:</b> Department Chair, AP  | Formative         |   |   |
|   | Nov               | Feb   | June  |
|   |                   |  |  |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |                   |   |   |

**Goal 5:** Professional Learning Communities will be centered around 4 critical questions 90% of time to plan for differentiated instruction and assessments to promote growth for all students.

**Performance Objective 1:** Professional Learning Communities will be centered around 4 critical questions 90% of time to plan for differentiated instruction and assessments to promote growth for all students.

**Summative Evaluation:** Met Objective

| Strategy 1 Details  | Formative Reviews |   |   |
|---|-------------------|---|---|
| <b>Strategy 1:</b> Conduct specially designed professional learning around the components of the scoring guide, rubric, or scale.<br><b>Strategy's Expected Result/Impact:</b> Increased teacher competency of what PLC processes should look like<br><b>Staff Responsible for Monitoring:</b> AP, Principal  | Formative         |   |   |
|   | Nov               | Feb   | June  |
|   |                   |    |    |
| Strategy 2 Details  | Formative Reviews |   |   |
| <b>Strategy 2:</b> Determine a collaborative team scoring guide, rubric, or scale that contains specific elements aligned to the Collaborative Team Framework.<br><b>Strategy's Expected Result/Impact:</b> Clear expectations for PLC members<br><b>Staff Responsible for Monitoring:</b> AP, Principal  | Formative         |   |   |
|   | Nov               | Feb   | June  |
|   |                   |    |    |
| Strategy 3 Details  | Formative Reviews |   |   |
| <b>Strategy 3:</b> Grade level collaborative teams will meet weekly to plan instruction. Each meeting will include agenda, data reviewed, planning protocol, and discussion of 4 critical questions.<br><b>Strategy's Expected Result/Impact:</b> Lesson plans clearly identify differentiated instruction and lesson plans have adaptations for specific student groups.<br><b>Staff Responsible for Monitoring:</b> Department Chair, AP                  | Formative         |   |   |
|   | Nov               | Feb   | June  |
|   |                   |  |  |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |                   |   |   |

# SBIC

| Committee Role              | Name                     | Position                                  |
|-----------------------------|--------------------------|---|
| Administrator               | Kennitra Robertson       | Principal                                 |
| Administrator               | Lasma Jekabsone-Berrouet | Assistant Principal                       |
| Administrator               | Ammon Talbot             | Assistant Principal                       |
| Staff Member                | Martine Whitten          | Academic Specialist                       |
| Staff Member                | Hoda Abdel-Ghani         | SPED Team Leader                          |
| Non-classroom Professional  | Grant Wilson             | Counseling Team Leader                    |
| Non Professional Staff      | Sara Seoighe             | Office Manager                            |
| Classroom Teacher           | Lisa Arriaga             | Science Team Leader                       |
| Classroom Teacher           | Beverly Kennington       | Math Team Leader                          |
| Classroom Teacher           | Sarah Napier             | Social Studies Team Leader                |
| Classroom Teacher           | Vicki White              | English Team Leader                       |
| Parent                      | Jenny Sideris            | Parent                                    |
| Parent                      | Kristin Seale            | Parent                                    |
| Parent                      | Tamasan Murph            | PTA President                             |
| Parent                      | Maria Colquitt           | Parent                                    |
| Parent                      | Stacy Luster             | Parent                                    |
| Parent                      | Maria Rocio Diez Ramos   | Parent                                    |
| District-level Professional | Rhonda Davis             | Executive Director for Advanced Academics |
| Business Representative     | Courtney Colvin          | Business Representative                   |
| Community Representative    | Daisy Lawrence           | Community Representative                  |
| Business Representative     | Libby Holtman            | Business Representative                   |
| Community Representative    | Vincent Zamaripa         | Community Representative                  |

# Campus Funding Summary

| 199 State Comp Ed           |           |          |                  |              |             |
|-----------------------------|-----------|----------|------------------|--------------|-------------|
| Goal                        | Objective | Strategy | Resources Needed | Account Code | Amount      |
|                             |           |          |                  |              | \$0.00      |
| Sub-Total                   |           |          |                  |              | \$0.00      |
| Budgeted Fund Source Amount |           |          |                  |              | \$2,380.00  |
| +/- Difference              |           |          |                  |              | \$2,380.00  |
| 199 Bilingual/ESL/ELL       |           |          |                  |              |             |
| Goal                        | Objective | Strategy | Resources Needed | Account Code | Amount      |
|                             |           |          |                  |              | \$0.00      |
| Sub-Total                   |           |          |                  |              | \$0.00      |
| Budgeted Fund Source Amount |           |          |                  |              | \$390.00    |
| +/- Difference              |           |          |                  |              | \$390.00    |
| 282 ESSER III               |           |          |                  |              |             |
| Goal                        | Objective | Strategy | Resources Needed | Account Code | Amount      |
|                             |           |          |                  |              | \$0.00      |
| Sub-Total                   |           |          |                  |              | \$0.00      |
| Budgeted Fund Source Amount |           |          |                  |              | \$15,450.00 |
| +/- Difference              |           |          |                  |              | \$15,450.00 |
| Grand Total Budgeted        |           |          |                  |              | \$18,220.00 |
| Grand Total Spent           |           |          |                  |              | \$0.00      |
| +/- Difference              |           |          |                  |              | \$18,220.00 |

# Addendums



## HB3 Campus Goals - All Grades STAAR at Meets Standard

Robinson

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

### Reading

| Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More | Special Ed. | Eco Disadv. | Former Spec. Ed. | EL Current | Cont. Enrolled | Non-Cont. | All |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------|-------------|-------------|------------------|------------|----------------|-----------|-----|
| 2019 | 43               | 54       | 76    |                 | 84    |                  | 72          | 24          | 52          | 79               | 50         | 77             | 56        | 71  |
| 2020 | 45               | 56       | 76    |                 | 84    |                  | 73          | 25          | 54          | 80               | 52         | 77             | 57        | 72  |
| 2021 | 47               | 59       | 77    |                 | 85    |                  | 75          | 27          | 57          | 82               | 54         | 78             | 59        | 73  |
| 2022 | 50               | 62       | 78    |                 | 86    |                  | 76          | 29          | 61          | 84               | 56         | 79             | 61        | 75  |
| 2023 | 54               | 67       | 79    |                 | 87    |                  | 79          | 31          | 66          | 87               | 60         | 80             | 64        | 77  |
| 2024 | 59               | 72       | 80    |                 | 88    |                  | 82          | 34          | 72          | 90               | 64         | 81             | 68        | 79  |

### Mathematics

| Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More | Special Ed. | Eco Disadv. | Former Spec. Ed. | EL Current | Cont. Enrolled | Non-Cont. | All |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------|-------------|-------------|------------------|------------|----------------|-----------|-----|
| 2019 | 39               | 62       | 80    |                 | 96    |                  | 77          | 25          | 54          | 88               | 74         | 83             | 64        | 77  |
| 2020 | 41               | 64       | 80    |                 | 96    |                  | 78          | 26          | 56          | 89               | 75         | 83             | 65        | 78  |
| 2021 | 43               | 66       | 81    |                 | 97    |                  | 79          | 28          | 58          | 90               | 76         | 84             | 66        | 78  |
| 2022 | 46               | 69       | 81    |                 | 97    |                  | 80          | 30          | 61          | 92               | 78         | 84             | 68        | 79  |
| 2023 | 50               | 73       | 82    |                 | 98    |                  | 81          | 32          | 65          | 94               | 80         | 85             | 70        | 81  |
| 2024 | 55               | 78       | 83    |                 | 99    |                  | 83          | 35          | 70          | 97               | 83         | 86             | 73        | 82  |

| Robinson - STAAR Social Studies Grade 8   |                  |          |       |                 |       |                  |                   |            |              |                     |      |                |                    |     |
|---|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|------|----------------|--------------------|-----|
| The percent of 8th grade students that score Meets grade level or above on STAAR Social Studies Grade 8 will increase from 58% in 2019 to 60% by June 2021. |                  |          |       |                 |       |                  |                   |            |              |                     |      |                |                    |     |
|   |                  |          |       |                 |       |                  |                   |            |              |                     |      |                |                    |     |
| Yearly Target Goals   |                  |          |       |                 |       |                  |                   |            |              |                     |      |                |                    |     |
| 2020  |                  | 2021     |       |                 | 2022  |                  |                   | 2023       |              |                     | 2024 |                |                    |     |
| 59%<br>2019 Baseline: 58%   |                  | 60%      |       |                 | 62%   |                  |                   | 64%        |              |                     | 66%  |                |                    |     |
|   |                  |          |       |                 |       |                  |                   |            |              |                     |      |                |                    |     |
| Closing the Gaps Student Groups Yearly Targets  |                  |          |       |                 |       |                  |                   |            |              |                     |      |                |                    |     |
|   | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL   | Cont. Enrolled | Non-Cont. Enrolled | All |
| 2019 Baseline   | 26               | 38       | 50    | *               | 83    | *                | 59                | 11         | 28           | 86                  | 29   | 60             | 50                 | 58  |
| 2020  | 27               | 40       | 50    | *               | 83    | *                | 60                | 12         | 30           | 87                  | 30   | 60             | 51                 | 59  |
| 2021  | 30               | 42       | 51    | *               | 84    | *                | 61                | 13         | 33           | 89                  | 32   | 61             | 53                 | 60  |
| 2022  | 33               | 46       | 51    | *               | 84    | *                | 63                | 15         | 37           | 91                  | 35   | 61             | 55                 | 62  |
| 2023  | 37               | 50       | 52    | *               | 85    | *                | 65                | 18         | 42           | 94                  | 38   | 62             | 58                 | 64  |
| 2024  | 42               | 56       | 54    | *               | 87    | *                | 68                | 21         | 48           | 97                  | 43   | 64             | 61                 | 66  |
| 2019-2021   | 4                | 4        | 1     | *               | 1     | *                | 2                 | 2          | 5            | 3                   | 3    | 1              | 3                  | 2   |
|   |                  |          |       |                 |       |                  |                   |            |              |                     |      |                |                    |     |
|   |                  |          |       |                 |       |                  |                   |            |              |                     |      |                |                    |     |
| 2019 Baseline   | 100              | 100      | 100   | 100             | 100   | 100              | 100               | 100        | 100          | 100                 | 100  | 100            | 100                | 100 |
| 2020  | 1                | 2        | 0     | 1               | 0     | 1                | 1                 | 1          | 2            | 1                   | 1    | 0              | 1                  | 1   |
| 2021  | 4                | 4        | 1     | 4               | 1     | 2                | 2                 | 2          | 5            | 3                   | 3    | 1              | 3                  | 2   |
| 2022  | 7                | 8        | 1     | 7               | 1     | 4                | 4                 | 4          | 9            | 5                   | 6    | 1              | 5                  | 4   |
| 2023  | 11               | 12       | 2     | 11              | 2     | 6                | 6                 | 7          | 14           | 8                   | 9    | 2              | 8                  | 6   |
| 2024  | 16               | 18       | 4     | 16              | 4     | 8                | 9                 | 10         | 20           | 11                  | 14   | 4              | 11                 | 8   |

## Robinson - STAAR Grade 7 Writing

The percent of 7th grade students that score Meets grade level or above on STAAR Writing Grade 7 will increase from 72% in 2019 to 74% by June 2021.

### Yearly Target Goals

| 2020                      | 2021 | 2022 | 2023 | 2024 |
|---------------------------|------|------|------|------|
| 73%<br>2019 Baseline: 72% | 74%  | 76%  | 78%  | 80%  |

### Closing the Gaps Student Groups Yearly Targets

|               | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL  | Cont. Enrolled | Non-Cont. Enrolled | All |
|---------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|-----|
| 2019 Baseline | 39               | 42       | 79    | *               | 90    | *                | 69                | 10         | 45           | 83                  | 55  | 79             | 55                 | 72  |
| 2020          | 40               | 44       | 79    | *               | 90    | *                | 70                | 11         | 47           | 84                  | 56  | 79             | 56                 | 73  |
| 2021          | 43               | 46       | 80    | *               | 91    | *                | 71                | 12         | 50           | 86                  | 58  | 80             | 58                 | 74  |
| 2022          | 46               | 50       | 80    | *               | 91    | *                | 73                | 14         | 54           | 88                  | 61  | 80             | 60                 | 76  |
| 2023          | 50               | 54       | 81    | *               | 92    | *                | 75                | 17         | 59           | 91                  | 64  | 81             | 63                 | 78  |
| 2024          | 55               | 60       | 83    | *               | 94    | *                | 78                | 20         | 65           | 94                  | 69  | 83             | 66                 | 80  |
| 2019-2021     | 4                | 4        | 1     | *               | 1     | *                | 2                 | 2          | 5            | 3                   | 3   | 1              | 3                  | 2   |
|               |                  |          |       |                 |       |                  |                   |            |              |                     |     |                |                    |     |
|               |                  |          |       |                 |       |                  |                   |            |              |                     |     |                |                    |     |
| 2019 Baseline | 100              | 100      | 100   | 100             | 100   | 100              | 100               | 100        | 100          | 100                 | 100 | 100            | 100                | 100 |
| 2020          | 1                | 2        | 0     | 1               | 0     | 1                | 1                 | 1          | 2            | 1                   | 1   | 0              | 1                  | 1   |
| 2021          | 4                | 4        | 1     | 4               | 1     | 2                | 2                 | 2          | 5            | 3                   | 3   | 1              | 3                  | 2   |
| 2022          | 7                | 8        | 1     | 7               | 1     | 4                | 4                 | 4          | 9            | 5                   | 6   | 1              | 5                  | 4   |
| 2023          | 11               | 12       | 2     | 11              | 2     | 6                | 6                 | 7          | 14           | 8                   | 9   | 2              | 8                  | 6   |
| 2024          | 16               | 18       | 4     | 16              | 4     | 8                | 9                 | 10         | 20           | 11                  | 14  | 4              | 11                 | 8   |

| Robinson - STAAR Grade 8 Science   |                  |          |       |                 |       |                  |                   |            |              |                     |      |                |                    |     |
|--|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|------|----------------|--------------------|-----|
| The percent of 8th grade students that score Meets grade level or above on STAAR Science Grade 8 will increase from 69% in 2019 to 71% by June 2021. |                  |          |       |                 |       |                  |                   |            |              |                     |      |                |                    |     |
|  |                  |          |       |                 |       |                  |                   |            |              |                     |      |                |                    |     |
| Yearly Target Goals  |                  |          |       |                 |       |                  |                   |            |              |                     |      |                |                    |     |
| 2020   |                  | 2021     |       |                 | 2022  |                  |                   | 2023       |              |                     | 2024 |                |                    |     |
| 70%<br>2019 Baseline: 69%  |                  | 71%      |       |                 | 72%   |                  |                   | 73%        |              |                     | 74%  |                |                    |     |
|  |                  |          |       |                 |       |                  |                   |            |              |                     |      |                |                    |     |
| Closing the Gaps Student Groups Yearly Targets   |                  |          |       |                 |       |                  |                   |            |              |                     |      |                |                    |     |
|  | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL   | Cont. Enrolled | Non-Cont. Enrolled | All |
| 2019 Baseline  | 38               | 60       | 66    | *               | 87    | *                | 65                | 22         | 42           | 86                  | 44   | 74             | 55                 | 69  |
| 2020   | 39               | 61       | 66    | *               | 87    | *                | 65                | 23         | 43           | 87                  | 45   | 74             | 56                 | 70  |
| 2021   | 42               | 64       | 66    | *               | 87    | *                | 66                | 24         | 46           | 88                  | 46   | 74             | 57                 | 71  |
| 2022   | 45               | 66       | 67    | *               | 88    | *                | 67                | 26         | 49           | 90                  | 47   | 75             | 59                 | 72  |
| 2023   | 49               | 70       | 67    | *               | 88    | *                | 69                | 29         | 53           | 92                  | 49   | 75             | 61                 | 73  |
| 2024   | 54               | 75       | 68    | *               | 89    | *                | 71                | 32         | 58           | 95                  | 52   | 76             | 64                 | 74  |
| 2019-2021  | 4                | 4        | 0     | *               | 0     | *                | 1                 | 2          | 4            | 2                   | 2    | 0              | 2                  | 2   |
|  |                  |          |       |                 |       |                  |                   |            |              |                     |      |                |                    |     |
|  |                  |          |       |                 |       |                  |                   |            |              |                     |      |                |                    |     |
| 2019 Baseline  | 100              | 100      | 100   | 100             | 100   | 100              | 100               | 100        | 100          | 100                 | 100  | 100            | 100                | 100 |
| 2020   | 1                | 1        | 0     | 0               | 0     | 1                | 0                 | 1          | 1            | 1                   | 1    | 0              | 1                  | 1   |
| 2021   | 4                | 4        | 0     | 0               | 0     | 2                | 1                 | 2          | 4            | 2                   | 2    | 0              | 2                  | 2   |
| 2022   | 7                | 6        | 1     | 1               | 1     | 3                | 2                 | 4          | 7            | 4                   | 3    | 1              | 4                  | 3   |
| 2023   | 11               | 10       | 1     | 1               | 1     | 4                | 4                 | 7          | 11           | 6                   | 5    | 1              | 6                  | 4   |
| 2024   | 16               | 15       | 2     | 2               | 2     | 5                | 6                 | 10         | 16           | 9                   | 8    | 2              | 9                  | 5   |

| Robinson - Algebra 1  |                  |          |       |                 |       |                  |                   |            |              |                     |     |                |                    |     |
|---|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|-----|
| The percent of students taking the Algebra I EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will maintain 100% in 2019 to June 2021. |                  |          |       |                 |       |                  |                   |            |              |                     |     |                |                    |     |
| Closing the Gaps Student Groups Yearly Targets  |                  |          |       |                 |       |                  |                   |            |              |                     |     |                |                    |     |
|   | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL  | Cont. Enrolled | Non-Cont. Enrolled | All |
| 2019 Baseline   | 100              | 100      | 100   | *               | 100   | *                | 100               | *          | 100          | 100                 | 100 | 100            | 100                | 100 |
| 2021  | 108              | 107      | 101   | *               | 102   | *                | 101               | *          | 108          | 109                 | 104 | 101            | 109                | 103 |
| 2019-2021   | 8                | 7        | 1     | 8               | 2     | *                | 1                 | 2          | 8            | 9                   | 4   | 1              | 9                  | 3   |

## CAMPUS APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

| LEA Person Responsible for update                | Mandate   | Reference           | Location of Documentation   |
|--|---|---------------------|---|
| Executive Director for Student & Family Services | <p><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul> | TEC 11.252(a)(3)(E) | The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB. |

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|           | <ul style="list-style-type: none"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>  |  |  |
| Principal | <p><b>Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● 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.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 4th and 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. Include at least one Parent on Campus Wellness Team.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● K-8 Campuses Only: 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.</li> <li>● K-8 Measure MVPA and physical activity time</li> </ul> | TEC 11.253(d)<br>Board Policy FFA(Local) | The school will follow Board Policies: FFA and EHAA. |

|           |  |      |  |
|-----------|--|------|--|
|           | <p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>   |      |  |
| Principal | <p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Funding source: State and Local</li> </ul>   | ESSA |  |
| Principal | <p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local</li> <li>● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>● Utilize social media to keep parents and</li> </ul> |      |  |



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|  | <p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none"><li>● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li><li>● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li><li>● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li></ul> |  |  |
|--|--|--|--|