

Plano Independent School District

Robinson Middle School

2022-2023



Board Approval Date: September 20, 2022

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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	9
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 Reading 2022 to 2023.	10
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 Math from 2022 to 2023.	10
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 Science from 2022 to 2023.	11
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 Social Studies from 2022 to 2023.	12
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.	13
SBIC	14
Campus Funding Summary	15
Addendums	16

Comprehensive Needs Assessment

Revised/Approved: August 4, 2022

Demographics

Demographics Summary

Economically disadvantaged is at least 10% lower in most of the passing categories

Sped: higher than 50% did not meet

At-risk is performing low across categories

Problem Statements Identifying Demographics Needs

Problem Statement 1: Economically disadvantaged student demographic is performing at least 10% lower in most of the passing categories. **Root Cause:** Attendance and lack of utilization of tutorials and before and after school interventions is disproportionately affecting the ED population.

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

Science and Social Studies saw growth in individual sub-populations from 2021 STAAR to 2022 STAAR.

Quintile 5 in Math showed high projected growth in Grade 6 and 7

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 6th grade African American students are performing significantly lower than other student groups on Reading STAAR. **Root Cause:** Many of these students are not identified as needing interventions, especially the average achievement level students, and are not showing the expected growth.

Problem Statement 2: African American students are performing below other student groups on Science STAAR in all grade levels. **Root Cause:** Lack of quality relationship between student and teacher, leading to less understanding of individual needs of students.

Problem Statement 3: Quintiles 1 and 2 for 8th grade Math have a lower percentage of students meeting growth expectations than other groups. **Root Cause:** Lack of curriculum and resources focused on helping highly successful students continue to stretch and grow; most of the curriculum resources for differentiation are focused on the lower quintile students.

Problem Statement 4: Hispanic students are performing lower on both Science and Social Studies STAAR in all grade levels. **Root Cause:** Lack of consistent instruction in academic vocabulary in Social Studies is limiting student success.

School Processes & Programs

School Processes & Programs Summary

Advance preparation for PLC

HRS Survey results follow through/implementation

School Processes & Programs Strengths

ELAR department is offering 6th grade honors classes

RTI being implemented earlier in the year

Curriculum provides differentiated lessons for students of various skillsets

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of follow through in response to data from HRS survey.

Perceptions

Perceptions Summary

Community perception doesn't always match the reality, In particular the parent safety feedback from the Spring.

Perceptions Strengths

Community sees us as a high performing campus

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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 Reading 2022 to 2023.

Performance Objective 1: The percent of Robinson students that score Meets grade level or above on STAAR ELAR 6-8 will increase from 76% in 2022 to 77% by June 2023. The SPED student group performance will increase from 34% in 2022 to 37% in 2023. The African American student group performance will increase from 54% in 2022 to 56% in 2023.








Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional learning on differentiation methods and instructional strategies to adapt lessons to address individual growth needs of all students including target demographic groups. Strategy's Expected Result/Impact: Teachers will increase their expertise in differentiation methods. Staff Responsible for Monitoring: Department Chair, AP, Principal	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Lesson planning and delivery includes evidence of differentiation and adjustment based upon student data. Strategy's Expected Result/Impact: Clear, shared process for accountability, sharing of ideas, and action steps based on data Staff Responsible for Monitoring: Department Chair, AP, Principal	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement progress tracking using data from MAP and PMA's to show growth and target areas for interventions. Strategy's Expected Result/Impact: Students will have background knowledge that is essential for understanding complex texts. Staff Responsible for Monitoring: Department Chair, AP	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Math from 2022 to 2023.

Performance Objective 1: The percent of Robinson students that score Meets grade level or above on STAAR Math 6-8 will increase from 67% in 2022 to 68% by June 2023. The SPED student group performance will increase from 28% in 2022 to 31% in 2023. The African American student group performance will increase from 38% in 2022 to 41% in 2023.








Evaluation Data Sources: 2023 STAAR Assessment

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

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 Science from 2022 to 2023.

Performance Objective 1: The percent of Robinson students that score Meets grade level or above on STAAR Science 8 will increase from 76% in 2022 to 77% by June 2023. The SPED student group performance will increase from 37% in 2022 to 40% in 2023. The African American student group performance will increase from 52% in 2022 to 54% in 2023.








Evaluation Data Sources: 2023 STAAR Assessment

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

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 Social Studies from 2022 to 2023.








Performance Objective 1: The percent of Robinson students that score Meets grade level or above on STAAR Social Studies 8 will increase from 70% in 2022 to 71% by June 2023. The Economically Disadvantaged student group performance will increase from 52% in 2022 to 54% in 2023. The SPED student group will increase from 41% in 2022 to 44% in 2023. The African American student group will increase from 55% in 2022 to 57% in 2023.

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional learning on differentiation methods to adapt lessons to address individual growth needs of all students including target demographic groups. Strategy's Expected Result/Impact: Teachers will increase their expertise in differentiation methods. Staff Responsible for Monitoring: Department Chair, AP, Principal	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Lesson planning and delivery includes evidence of differentiation and adjustment based upon student data. Strategy's Expected Result/Impact: Clear, shared process for accountability, sharing of ideas, and action steps based on data Staff Responsible for Monitoring: Department Chair, AP, Principal	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement frequent writing, so that students increase their skills in historical processing and evidence based writing. Strategy's Expected Result/Impact: Skill retainment/ reinforcement Staff Responsible for Monitoring: Department Chair, AP	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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.

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct specially designed professional learning around the components of the scoring guide, rubric, or scale. Strategy's Expected Result/Impact: Increased teacher competency of what PLC processes should look like Staff Responsible for Monitoring: AP, Principal	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Determine a collaborative team scoring guide, rubric, or scale that contains specific elements aligned to the Collaborative Team Framework. Strategy's Expected Result/Impact: Clear expectations for PLC members Staff Responsible for Monitoring: AP, Principal	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Lesson plans clearly identify differentiated instruction and lesson plans have adaptations for specific student groups. Staff Responsible for Monitoring: Department Chair, AP	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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
Community Representative	Kristin Seale	Parent
Parent	Tamasan Murph	PTA President
Parent	Maria Colquitt	Parent
Parent	Stacy Luster	Parent
Parent	Pamela Royal	Parent
District-level Professional	Matt Frey	Executive Director of Instructional Technology
Business Representative	Courtney Colvin	Business Representative
Business Representative	Libby Holtman	Business Representative
Parent	Connie Lipe	Parent

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					\$2,270.00
+/- Difference					\$2,270.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$474.00
+/- Difference					\$474.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$12,155.00
+/- Difference					\$12,155.00
Grand Total Budgeted					\$14,899.00
Grand Total Spent					\$0.00
+/- Difference					\$14,899.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Robinson

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 6

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	38	40	98	0	121	1	30	75	10	56	226	83	309
2022	37	57	72		83	0	30	59	80	57	73	61	70
2023	39	59	73		84	2	33	61	81	59	74	62	71
2024	41	61	73		84	4	36	63	81	61	74	64	71
2025	43	63	74		85	6	40	65	82	64	75	66	72
2026	47	67	76		87	10	46	69	84	68	77	69	74
2027	51	71	77		88	14	53	73	85	73	78	72	75

HB3 Campus Goals - All Grades STAAR at Meets Standard

Robinson

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading												Grade 7	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	31	57	94	0	103	0	26	67	12	43	221	79	300
2022	61	67	81		86		35	63	92	56	81	68	78
2023	63	69	82		87		38	65	93	58	82	69	79
2024	65	71	82		87		41	67	93	60	82	71	79
2025	67	73	83		88		45	69	94	63	83	73	80
2026	71	77	85		90		51	73	96	67	85	76	82
2027	75	81	86		91		58	77	97	72	86	79	83

HB3 Campus Goals - All Grades STAAR at Meets Standard

Robinson

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	42	54	95	5	113	1	27	65	9	35	249	81	330
2022	64	63	80	80	94	100	37	69	67	51	83	70	80
2023	66	65	81	81	95	100	40	71	68	53	84	71	81
2024	68	67	81	82	95	100	43	73	68	55	84	73	81
2025	70	69	82	83	96	100	47	75	69	58	85	75	82
2026	74	73	84	84	98	100	53	79	71	62	87	78	84
2027	78	77	85	86	99	100	60	83	72	67	88	81	85

HB3 Campus Goals - All Grades STAAR at Meets Standard

Robinson

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading												All Grades	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	111	151	287	5	337	2	83	207	31	134	696	243	939
2022	54	63	78	80	88	50	34	63	81	55	79	67	76
2023	56	65	79	81	89	52	37	65	82	57	80	68	77
2024	58	67	79	82	89	54	40	67	82	59	80	70	77
2025	60	69	80	83	90	56	44	69	83	62	81	72	78
2026	64	73	82	84	92	60	50	73	85	66	83	75	80
2027	68	77	83	86	93	64	57	77	86	71	84	78	81

HB3 Campus Goals - All Grades STAAR at Meets Standard

Robinson

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 6

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	38	40	95	0	93	1	30	72	8	51	196	81	277
2022	29	40	72		81	100	30	53	62	59	67	56	64
2023	32	42	73		82	100	33	55	63	61	68	58	65
2024	35	45	75		84	100	36	58	65	63	70	60	67
2025	38	49	77		86	100	40	62	67	66	72	63	69
2026	44	53	79		88	100	45	66	69	70	74	67	71
2027	50	59	82		91	100	52	72	72	75	77	72	74

HB3 Campus Goals - All Grades STAAR at Meets Standard

Robinson

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math												Grade 7	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	22	43	55	0	44	0	26	43	7	30	111	63	174
2022	14	30	44		73		23	26	43	30	41	44	43
2023	17	32	45		74		26	28	44	32	42	46	44
2024	20	35	47		76		29	31	46	34	44	48	46
2025	23	39	49		78		33	35	48	37	46	51	48
2026	29	43	51		80		38	39	50	41	48	55	50
2027	35	49	54		83		45	45	53	46	51	60	53

HB3 Campus Goals - All Grades STAAR at Meets Standard

Robinson

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	51	68	139	5	201	1	27	92	16	54	390	100	490
2022	55	62	73	80	94	0	30	63	81	65	80	71	78
2023	58	64	74	81	95	2	33	65	82	67	81	73	79
2024	61	67	76	83	97	4	36	68	84	69	83	75	81
2025	64	71	78	85	99	7	40	72	86	72	85	78	83
2026	70	75	80	87	100	11	45	76	88	76	87	82	85
2027	76	81	83	90	100	15	52	82	91	81	90	87	88

HB3 Campus Goals - All Grades STAAR at Meets Standard

Robinson

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math												All Grades	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	111	151	289	5	338	2	83	207	31	135	697	244	941
2022	38	47	67	80	88	50	28	52	68	55	70	59	67
2023	41	49	68	81	89	52	31	54	69	57	71	61	68
2024	44	52	70	83	91	54	34	57	71	59	73	63	70
2025	47	56	72	85	93	57	38	61	73	62	75	66	72
2026	53	60	74	87	95	61	43	65	75	66	77	70	74
2027	59	66	77	90	98	65	50	71	78	71	80	75	77

HB3 Campus Goals - All Grades STAAR at Meets Standard

Robinson

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 8

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	42	55	95	5	113	1	27	65	9	35	249	82	331
2022	52	60	80	80	90	0	37	63	89	60	80	63	76
2023	54	62	81	81	91	2	40	65	90	62	81	64	77
2024	57	64	81	81	91	4	43	67	90	65	81	66	77
2025	60	66	82	82	92	7	47	70	91	68	82	68	78
2026	64	70	84	84	94	11	52	74	93	72	84	71	80
2027	69	74	85	85	95	15	59	78	94	77	85	75	81

HB3 Campus Goals - All Grades STAAR at Meets Standard

Robinson

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Social Studies 8

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	42	55	95	5	113	1	27	65	9	35	249	82	331
2022	55	49	73	80	85	0	41	52	78	51	71	68	70
2023	57	51	74	82	86	3	44	54	79	54	72	70	71
2024	60	54	76	84	88	6	47	57	81	57	74	72	73
2025	64	58	78	86	90	10	51	61	83	60	76	75	75
2026	69	63	80	89	92	16	56	66	85	66	78	79	77
2027	75	69	83	93	95	23	63	72	88	72	81	83	80

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

	<ul style="list-style-type: none"> • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students 		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. Campus Wellness Plan • K-8 Include at least one Parent on Campus Wellness Team. • 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. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 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. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • 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. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • 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. • K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> • K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal, Human Resources	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • 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. • Funding source: State and Local 	ESSA	
Principal, Executive Director for Student and Family Services	<p>Parent Involvement</p> <ul style="list-style-type: none"> • 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 • 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 • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local 		

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