

Waller Independent School District
Roberts Road Elementary
2023-2024 Improvement Plan



Mission Statement

We at Roberts Road Elementary believe that all students can learn and develop intellectually, physically, and socially to their fullest potential. We will provide all students with the opportunity and environment to create a foundation for successful living.

Vision

The district believes that all students can be successful learners and graduate with skills that will allow them to compete in the twenty-first century workplace. It is therefore the intent of the district to serve all students regardless of their ability, environment, or national origin. Students will be provided opportunities to develop intellectually, physically, and socially through a quality system of teaching and learning. Through these opportunities, students will become responsible and productive members of a constantly changing society and world.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Special Programs:	8
Student Achievement	9
School Culture and Climate	10
Staff Quality, Recruitment, and Retention	11
Curriculum, Instruction, and Assessment	12
Parent and Community Engagement	13
School Context and Organization	14
Technology	15
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)	20
Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)	24
Goal 3: WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)	27
Goal 4: WISD will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)	32
Goal 5: RRE will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)	34
Goal 6: WISD will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)	35
Goal 7: WISD will continue to prioritize two-way communication between Waller ISD and all patrons through all sources available and encourage relationships of trust and mutual support. (Public Relations)	36
Goal 8: WISD will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)	38
Goal 9: WISD will provide co-curricular and extracurricular opportunities and programs for students as a means of preparing them for the future. (Enrichment Programs)	40
Goal 10: WISD will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)	42
Title I	46
1.1: Comprehensive Needs Assessment	47
2.1: Campus Improvement Plan developed with appropriate stakeholders	47
2.2: Regular monitoring and revision	47
2.3: Available to parents and community in an understandable format and language	47
2.4: Opportunities for all children to meet State standards	47
2.5: Increased learning time and well-rounded education	47
2.6: Address needs of all students, particularly at-risk	48
3.1: Annually evaluate the schoolwide plan	48
4.1: Develop and distribute Parent and Family Engagement Policy	48
4.2: Offer flexible number of parent involvement meetings	48

5.1: Determine which students will be served by following local policy
Title I Personnel
Campus Funding Summary

48
48
49

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics - The following demographics represent the composition of the students and staff for the previous school year (2022-2023 Fall PEIMS) associated with the student performance measures used in the data analysis.

School Population		
	Count	Percent
Student Total	976	100%
Early Childhood	14	1.43%
Pre-Kindergarten	87	8.91%
Kindergarten	144	14.75%
1st Grade	140	14.34%
2nd Grade	142	14.55%
3rd Grade	150	15.37%
4th Grade	144	14.75%
5th Grade	155	15.88%
Student Demographics		
	Count	Percent
Gender		
Female	482	49.39%
Male	494	50.61%
Ethnicity		

School Population		
American Indian-Alaskan Native	4	.41%
Asian	24	2.46%
Black - African American	158	16.19%
Hispanic-Latino	535	54.82%
Native Hawaiian - Pacific Islander	0	0
White	224	22.95%
Two or More	31	3.18%
Student Program		
	Count	Percent
Emergent Bilingual	278	28.48%
Bilingual	115	11.78%
English as a Second Language	160	16.39%
Gifted and Talented	36	3.69%
Special Education (SPED)	196	20.08%
Dyslexia	68	6.97%
Economic Disadvantage		
Economic Disadvantage Total	619	63.42%
Free/Reduced Meals	603	61.78%
Other Eco Dis	16	1.64%
Homeless Statuses		
Homeless Status Total	3	.31%
Other Student Information		
	Count	Percent

School Population		
At-Risk	472	48.36%
Military Connected	24	2.46%
Foster Care	0	0
Transfer In Students	3	.31%

Cumulative Attendance Rate for 2022-2023	
Attendance Rate for 2023-2024 School Year	94.1%
Grade	
Early Childhood	82.1%
Pre-Kindergarten	90.9%
Kindergarten	93.5%
1st Grade	93.5%
2nd Grade	94.1%
3rd Grade	94.8%
4th Grade	95.5%
5th Grade	94.8%
Gender	
Female	94.2%
Male	93.9%
Ethnicity	
American Indian-Alaskan Native	98.0%
Asian	93.8%

Cumulative Attendance Rate for 2022-2023	
Black - African American	94.3%
Hispanic-Latino	93.9%
Native Hawaiian - Pacific Islander	0%
White	94.2%
Two or More	93.7%

Special Programs:

Our School-wide Title I program consists of parent involvement activities, computer-based intervention programs, reading and/or math campus-based interventionists, campus academic tutors for core subject areas, summer programming for identified students, and professional development.

Our State Compensatory Education program (SCE) consists of STAAR Acceleration teachers, instructional aides to assist at-risk students, homebound instruction, and summer programming for identified students.

Our Title II program consists of subject area curriculum coordinators that provide embedded professional development for our staff, assistance with teacher certification exams to meet the requirements of state standards for certification and licensing, supplemental materials to assist the HR department in recruiting employees, and professional development outside the district, as well as consultants hired within the district to provide professional development.

Our Title III program consists of intervention programs, bilingual campus academic tutors for core subject areas, bilingual EB campus-based interventionists, Sheltered Instruction and ESL Certification training, summer programming for identified students, and parent involvement activities.

Our Special Education program is directed by a series of laws, all of which stem from the federal statute, the Individuals with Disabilities Education Act (IDEA). Now, compliance with federal law in the provision of services to students with disabilities is mandated and enforced through funding. Funds to support the excess costs of special education are generated through block grants to the states, which then disburse these monies to local education agencies (LEAs). These funds are used for such things as: Salaries for support and related service staff, purchase of specially designed materials for instructional purposes, providing training to campuses and support staff, and purchase of special supplies and materials for students who are served in special education. Federal funds must be used to supplement and not supplant state and local special education funds.

Demographics Strengths

- * Additional staff for Special Education
- * Highly qualified teachers and paraprofessionals
- * Increase in parent involvement opportunities
- * Diverse student population and socio-economic status.

Problem Statements Identifying Demographics Needs

Problem Statement 1: With the increase in testing responsibilities and screeners tied to Teacher Incentive Allotment, it is important we have adequate staff to manage all testing. Currently, our Interventionists and Instructional specialists are used for screeners, testing, etc. This causes them to be taken away from intervention groups. **Root Cause:** Increase in testing/screener duties.

Problem Statement 2: Our class sizes fluctuate in grade levels. Roberts Road needs to maintain a smaller class size ratio to help close the achievement gap. **Root Cause:** Roberts Road's enrollment is growing rapidly. It is also difficult to find highly qualified teachers in the middle of the year.

Student Achievement

Student Achievement Strengths

We are a data-driven school that focuses on student achievement and student progress. Stakeholders report that we have focused on implementing higher-order questions in all core subjects and this is improving achievement. The students at RRE receive remediation and enrichment interventions through built-in intervention time and interventions provided by our math and reading interventionists. Professional Learning Communities were implemented for all grade levels with an extended time for 3rd-5th grade teachers. This time was beneficial for looking at student data and more in-depth planning.

Our Rate of Improvement showed significant gains across our STAAR grade levels. 3rd Grade Math had a Rate of Improvement of +12, 3rd Grade Reading had a Rate of Improvement of +16, 5th Grade Reading had a Rate of Improvement of +18, and 5th Grade Science had a Rate of Improvement of +11

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Our 3rd grade students are performing 1 point below the state average on Reading STAAR. **Root Cause:** Continued need for more targeted, individualized instruction for all students, including those at the approaches, meets and masters.

Problem Statement 2: Our 4th grade students are performing 7 points below the state average on Reading STAAR. **Root Cause:** Continued need for more targeted, individualized instruction for all students, including those at the approaches, meets, and masters.

Problem Statement 3: Our 4th grade students are performing 2 points below the state average on Math STAAR. **Root Cause:** Continued need for more targeted, individualized instruction for all students, including those at the approaches, meets, and masters.

Problem Statement 4: Our 5th grade students are performing 5 points below the state average on Math STAAR. **Root Cause:** Continued need for more targeted, individualized instruction for all students, including those at the approaches, meets, and masters.

Problem Statement 5: Special Education students are not receiving the most efficient and productive instruction due to the number of needs on the campus. **Root Cause:** The Special Education percentage has grown to 21% since the 2020-2021 school year. Some of this is due to students who have moved into the zone. Other reasons for the increase are the number of referrals.

School Culture and Climate

School Culture and Climate Summary

The Social Emotional Learning program has been implemented and due to this, we have seen a more positive climate. High expectations are set for all students and staff. Professional Learning Committees have been established in order to give teachers more time to plan small groups and the next steps after looking at data.

School Culture and Climate Strengths

Campus strengths:

- * There were at least 50% "new to RRE" staff members. We established "mentor and/or teacher buddies" for all staff members on campus that allowed them to have a connection with at least one other person who was not on their designated team.
- * The 2022-2023 school year allowed for an additional Assistant Principal and an additional counselor to help with the 1000+ students.
- * Grade-level pep rallies were re-established after COVID-19. Students and staff were celebrated during this time.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students need to be held accountable for their behavior. **Root Cause:** PBIS was not implemented with fidelity by all staff. Classes were large and at times overcrowded.

Problem Statement 2: Parents need additional curriculum support such as STAAR overview night, Curriculum Nights that dive into the curriculum, and **Root Cause:** RRE was still dealing with the return of visitors after COVID. Also the large crowds at after school programs posed some safety concerns.

Problem Statement 3: There is a safety concern about the car rider line and the major intersections around the school **Root Cause:** Overcrowded campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Recently, the number of new hires has been a result of the rapid growth in our community and the changes throughout the state. Teachers are provided with multiple opportunities to participate in professional development throughout the school year. Professional development is needs-based and although some sessions will be held out of the district, the majority of professional development will be provided by the district curriculum coordinators, instructional coaches, and contracted academic consultants.

Staff Quality, Recruitment, and Retention Strengths

- * The survey indicated that the majority of the staff are genuine and have a loving attitude towards their job and students.
- * The survey indicated that grade levels have a valuable collaboration with the curriculum coaches and instructional facilitator.
- * The survey indicated that they felt supported by the campus administration and appreciated the flexibility.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Although a new mentor/teacher buddy program was established, more in-depth support is needed to learn more about RRE. New teachers also need individual time with the campus principal. **Root Cause:** The number of "new to RRE" staff was larger this year than ever before. This made it difficult to establish the connections throughout the building and build teacher capacity regarding specific information about RRE.

Problem Statement 2: There is a need for more in-depth professional development that focuses on the level of individual teachers. **Root Cause:** Time for each different type of training.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Roberts Road uses a TEKS-focused system as its curriculum base. The district has created Year at Glance documents and curriculum pacing guides for every grade level and subject. Teachers plan instruction together to ensure high-quality and rigorous lessons for students. Roberts Road has coaches for reading and math. The campus also has an instructional facilitator. The coaches and instructional facilitator led the PLC time for grade levels and provided a longer planning time for 3rd-5th grade teachers. The Roberts Road staff is a professional learning community that works well together to meet the needs of the students. The campus meets each week as grade level or content teams and campus administrators for Professional Learning Communities. This time is used to unpack Performance Assessments, plan rigorous lessons, and identify instructional strengths and weaknesses. The master schedule also has built-in intervention time that teachers can utilize to review, reteach, and retest specific student expectations that data shows weaknesses in. The campus utilizes the universal screeners to diagnose student needs. These are utilized in combination with the Summative Assessments, progress monitoring, F&P, and other data to determine appropriate interventions. Our staff is trained on Seidlitz' 7 Steps to a Language Rich Classroom. Most of the Roberts Road teachers are ESL certified and all of the teachers who work with EBs are ESL certified. The Roberts Road Elementary staff works diligently to develop engaging lessons for the students. The teachers use the Year-at-a-Glance, Scope and Sequence, and the math spiral reviews to deliver high quality instruction. Teachers are able to intervene based on this data by targeting specific skills the students have yet to master during small group settings and during designated intervention time.

Curriculum, Instruction, and Assessment Strengths

- * The survey indicates that having a coach for reading and another for math is needed and helpful in creating rigorous lessons and interpreting data.
- * The math curriculum is organized and user-friendly.
- * The campus celebrated students/classes that met their weekly Dreambox goals.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The reading curriculum does not align with Reading Academy. **Root Cause:** The district staff is working on this alignment.

Problem Statement 2: Staff needs more professional development with regard to Dreambox and iStation. **Root Cause:** There are many new staff members who are not aware of all of the elements of these programs.

Parent and Community Engagement

Parent and Community Engagement Summary

At Roberts Road, open communication and engagement are a priority. We have accomplished these tasks through face-to-face and/or Zoom parent meetings as needed, monthly newsletters, and our daily conduct calendars. We have also sponsored several academic nights where the focus is on connecting parents with their children in a fun academic setting. We also communicate with parents through the district's School Messenger to ensure that important news reaches all student homes. We have also created a Facebook page for Roberts Road that keeps parents informed of upcoming events.

Parent and Community Engagement Strengths

- * The attendance at family events has increased (awards ceremonies, Kindergarten picnic, field day, etc.)
- * The PE coaches implemented the Family Fun Runs two times in 2022-2023.
- * Community partnerships is growing (Fairfield Baptist, Community of Faith, Daikin, etc.)

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: While attendance at events has increased, there is still a need for more volunteers at RRE, especially Spanish speaking volunteers. **Root Cause:** Finding different ways for parents to be involved outside of the work day.

School Context and Organization

School Context and Organization Summary

In order to provide students with the maximum amount of instructional time each day, Roberts Road stresses the importance of implementing a highly structured and well-organized school day. Communication between all stakeholders is a crucial component of effective time management. All schedules are developed and shared before the first day of school and all events are included on our RRE Google Calendar. Weekly bulletins are shared outlining important events that are scheduled for the upcoming week. Parents are kept informed through our monthly newsletter, our school website, and our Facebook account as well as numerous written and telephone notifications that are provided for families in both English and Spanish.

Roberts Road has a number of committees that give stakeholders an active voice in shaping school policy and procedures. We are organized into grade-level teams that meet regularly. Many respondents to the CNA survey indicated a strong belief that they felt supported and valued by campus administration.

School Context and Organization Strengths

- * Parent involvement and volunteers are back in the building after COVID.
- * There are campus committees/design teams that exist.
- * Period surveys are sent out to be able to voice concerns and check on the staff's needs.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: There is a need for differentiated and updated professional development. Some staff members do not need the same PD that new teachers need. **Root Cause:** District implementation and review of curriculum is usually the same for all staff for each grade level.

Problem Statement 2: Campus committees exist but need to be reorganized for efficiency and collaboration. **Root Cause:** Teachers are asked to be parts of committees that they feel are not vital to the campus needs.

Technology

Technology Summary

Roberts Road is a 1-1 campus where every student has an electronic device. Each classroom has some form of an interactive board. Roberts Road Elementary has wireless access throughout the campus. This allows for us to provide a seamless application of technology in our daily lessons. Roberts Road strives to implement technology purposefully for learners and teachers. We want to empower our students to be critical thinkers and life-long learners.

The teachers are in various stages of technology proficiency. The district has developed several trainings in order to build the teachers' understanding and comfort with technology tools. The district IT also works with teachers on an as-needed basis and provides campus-wide PD on new instructional programs that the district or campus has purchased. 100% of RRE students gain information and share their learning through the use of digital tools on a consistent basis. Students receive instruction on digital citizenship in grades K-5.

Technology Strengths

- * Students are 1:1 with Chromebooks or iPads.
- * The technologists are on the campus more frequently.
- * Programs such as Aristotle help us to hold students accountable and engaged with technology.
- * PikMyKid - car rider program - is a better program and user-friendly.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers need training on trouble-shooting technology since there is not a full-time technologist on campus.

Problem Statement 2: Students need to have the option to leave the devices at school. **Root Cause:** Students come to school with devices that are not charged or broken while at home. Students are also engaging in inappropriate behavior while on devices at home.

Priority Problem Statements

Problem Statement 1: Our 3rd grade students are performing 1 point below the state average on Reading STAAR.

Root Cause 1: Continued need for more targeted, individualized instruction for all students, including those at the approaches, meets and masters.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 1: By the end of the 2023-2024 school year, 80% of students will be approaching grade level expectations (was 74%), 55% of student will meet grade level expectations (was 38%) and 30% will master grade level (was 18%) expectations measured by Spring 2024 STAAR (3-5) benchmark scores (1-2) and CLI Engage (Pre-K & Kinder).





Evaluation Data Sources: Data from end-of-year benchmarks and STAAR results.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct grade-level meetings, data chats, and PLC meetings to monitor student progress, identify needed interventions, and plan effective accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Implementation: Data chat notes/agendas will be used as documentation.</p> <p>Impact: Teachers will evaluate and monitor students' progress to effectively plan future instruction, enrichment, and intervention.</p> <p>Staff Responsible for Monitoring: Administrative Team, Academic Coaches, and District Level Instructional Coordinators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Intervention/enrichment activities will be provided for all students during regularly scheduled "bulldog clubs".</p> <p>Strategy's Expected Result/Impact: Student growth and achievement will improve due to specific, targeted interventions and targeted enrichment.</p> <p>Staff Responsible for Monitoring: Administrative Team, Academic Coaches, Interventionists</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 2: By the end of the 2023-2024 school year, 75% of students will meet or exceed grade level expectations for reading as measured by Istation Reading correlation levels.





Evaluation Data Sources: Data from end-of-year benchmarks and STAAR results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Pre-K -5 instruction will be taught using research-based strategies supporting student growth and achievement. Teachers will be provided with the resources and materials needed for students to engage in hands-on activities and lessons that incorporate and foster higher-level thinking skills.</p> <p>Strategy's Expected Result/Impact: 85% passing rate on all district and state math assessments</p> <p>Staff Responsible for Monitoring: Administrative Team, Instructional Coaches, District Instructional Coordinators</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 3: By the end of the 23-24 school year, at least 75% of our EB students will score approaches grade level, 40% will score meets and 25% will score masters on the EOY benchmarks/STAAR.





Evaluation Data Sources: Data from end-of-year benchmarks and STAAR results for students in grades 3-5.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading intervention/enrichment activities will be provided for all EL students during regularly scheduled "bulldog clubs".</p> <p>Strategy's Expected Result/Impact: Implementation: EL student who are struggling with English acquisition will receive additional support during bulldog clubs.</p> <p>Impact: An increase in the percentage of students advancing at least one proficiency level as indicated by 2021 TELPAS results.</p> <p>Staff Responsible for Monitoring: Administrative Team, Team Leaders, Select Staff Members</p> <p>Title I: 2.6</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All teachers will use Seidlitz' 7 Steps to a Literacy Enriched Classroom for all EL students.</p> <p>Strategy's Expected Result/Impact: Implementation: Seidlitz' will implement the 7 steps for all students, including EL students.</p> <p>Impact: An increase in the percentage of EL students advancing at least one proficient level as indicated by TELPAS results and dismissed from ESL program.</p> <p>Staff Responsible for Monitoring: Administrative Team, Bilingual coaches, LEP Interventionists</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 4: At least 85% of our 5th grade students will score approaches grade level, 60% will score meets and 30% will score masters on the STAAR science assessment.





Evaluation Data Sources: STAAR science results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Pre-K -5 science instruction will be taught using research based strategies supporting student engagement and achievement. All science teachers will be provided with the resources and materials needed for students to engage in hands on activities and lessons that incorporate and foster higher level thinking skills.</p> <p>Strategy's Expected Result/Impact: Implementation: All students will receive high quality, research based science instruction.</p> <p>Impact: 90% passing rate on all district and state science assessments</p> <p>Staff Responsible for Monitoring: Administrative Team, Team Leaders, Science Teachers</p> <p>Title I: 2.4, 2.5</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct grade level data chats to monitor student progress, identify needed interventions, and plan effective science remediation/enrichment activities.</p> <p>Strategy's Expected Result/Impact: Implementation: Data chat notes/agendas will be used as documentation.</p> <p>Impact: Teachers will evaluate students science progress to effectively plan future instruction, enrichment, and remediation.</p> <p>Staff Responsible for Monitoring: Administrative Team, Team Leaders</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 5: By the end of the 23-24 school year, at least 65% of our SPED students will score approaches grade level, 25% will score meets and 5% will score masters on the EOY benchmarks/STAAR.





Evaluation Data Sources: Data from end-of-year benchmarks, STAAR and STAAR Alt 2.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Inclusion with the special education teacher or paraprofessional in the general education classroom.</p> <p>Strategy's Expected Result/Impact: Implementation: SPED support will be provided for all SPED students in the least restrictive environment.</p> <p>Impact: Students receiving inclusion support will be comparably successful to their non- SPED peers.</p> <p>Staff Responsible for Monitoring: SPED Teachers, General Ed Teachers, SPED paraprofessionals</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: SPED teachers and SPED support staff will attend professional development in all content areas.</p> <p>Strategy's Expected Result/Impact: Implementation: SPED staff will be invited and encouraged to attend professional development in math, reading, writing, and science.</p> <p>Impact: Attending content specific professional development sessions will expose SPED staff to best practices and strategies that are currently being implemented in the general education classrooms.</p> <p>Staff Responsible for Monitoring: Administrative Team, District Content Coordinators, SPED staff</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 1: 100% of PK-5 teachers will provide a challenging curriculum that will include comprehensive instruction in the Texas Essential Knowledge and Skills and be organized according to district-identified scope and sequence.





Evaluation Data Sources: TEKS coverage and district scope and sequence compliance will be reflected in submitted lesson plans.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will provide research based instruction, including best teaching practices with appropriate depth, rigor, and complexity. Strategies will include consistent student-centered opportunities such as, collaboration, active engagement, multi sensory learning, re-learning, hands on, multiple exposure to new content in a variety of forms, etc. Grades 2-4 teachers will implement Zearn and Graham Fletcher's Addition & Subtraction, Multiplication & Division Building Fact Fluency Kits to close achievement gaps and meet the academic needs of students, as well as a variety of other research based instructional techniques.</p> <p>Strategy's Expected Result/Impact: Impact: Teachers show proficiency and knowledge in curriculum, instruction, and assessment and will be monitored through formal and informal observations.</p> <p>Staff Responsible for Monitoring: Administrative Team, Team Leaders, Math Coach, Classroom Teachers</p> <p>Title I: 2.4, 2.5</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Administrators will regularly conduct instructional walk-throughs.</p> <p>Strategy's Expected Result/Impact: Administrative team will visit classrooms weekly to observe instruction and provide feedback to classroom teachers.</p> <p>Staff Responsible for Monitoring: Administrative Team, Curriculum Coaches</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide instruction and resources that will meet the needs of all students, including special areas such as bilingual/ESL education, special education, dyslexia instruction, gifted & talented education.</p> <p>Strategy's Expected Result/Impact: Impact: School schedules and lesson plans will demonstrate all students are receiving appropriate instruction in a least restricted environment.</p> <p>Staff Responsible for Monitoring: Administrative Team, Director of Bilingual Services, Special Education Director, Teachers</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 2: 100% of all content area teachers (K-5) will participate in PLC meetings to plan and adjust instruction and interventions.





Evaluation Data Sources: PLC agendas/notes and lesson plans will indicate 100% teacher participation.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All appropriate staff will have access to achievement records and will monitor student achievement records through AWARE, grade reports, individual educational plans, etc.</p> <p>Strategy's Expected Result/Impact: Implementation: Data chat agendas/notes will be used to document that instructional staff is using information obtained from the AWARE to regularly monitor student progress on unit assessments and benchmarks.</p> <p>Impact: Teachers will have access to student data to make informed decisions concerning instruction.</p> <p>Staff Responsible for Monitoring: Administrative Team, Instructional Facilitator, Teachers</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Data obtained from benchmark testing as well as Universal Screeners and F&P assessments will be used to create intervention groups and plan instruction</p> <p>Strategy's Expected Result/Impact: Implementation: Data obtained from assessments will be analyzed during weekly data chats and used to form intervention groups.</p> <p>Impact: Teachers will have access to student data to make informed decisions concerning remediation and enrichment.</p> <p>Staff Responsible for Monitoring: Administrative Team, Team Leaders, Instructional Facilitator</p> <p>Title I: 2.5, 2.6</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 3: All staff members will attend quality research based professional development opportunities to improve instruction, management, assessment, and over all job performance.





Evaluation Data Sources: Implementation of strategies learned will be evident in lesson plans, classroom walk through, observations and improvement in student achievement.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 1) All teaching staff and paraprofessionals will attend professional development relating to their content.</p> <p>Strategy's Expected Result/Impact: Impact: Completion of the minutes, agendas, and sign-in sheets from professional development events. Observation, through walk throughs, that the specific skills and knowledge acquired in training have been implemented.</p> <p>Staff Responsible for Monitoring: Lead: Curriculum Content Coordinators, Campus Administrators Others involved: Consultants, such as: Shonda Guthrie, Elizabeth Martin, Liz Evans, Linsey McCoun, John Seidlitz, Nicole Shanahan, Nicole Frazier, Mathlink Consulting - Garland Linkenhoger, Debbie Wells, Dawn Vinas, Rebecca Koesel, Whitney LaRocca, Leigh Ann DeFreitas, Gretchen Bernabei, Alana Morris, Carla Michalka, Laurel Frank, Lisa Felske, Teachers College Reading and Writing Project. EL Coordinator, ESL/BIL Director</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 1: 100% of the staff will be trained and knowledgeable in procedures that guarantee the physical safety of children and staff members.

Evaluation Data Sources: Implementation will be measured through documented drills, observations, compliance bundle certificates, and other staff development.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Office staff will continue the use of the V-Soft/Raptor system to screen visitors and prevent danger and hazards for children. Strategy's Expected Result/Impact: Impact: 100% of RRE visitors will be screened. Staff Responsible for Monitoring: Office Staff</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct required fire, storm, and lockdown drills. Strategy's Expected Result/Impact: Implementation: Our Emergency Operations Plan will document that at least 8 fire drills, 2 lockdown down drills, and 2 storm drills have taken place during the 2020-2021 school year. Impact: all students and staff members will be knowledgeable of campus safety procedures. Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: In accordance with the Texas Behavior Support Initiative (TSBI) a core team of administrators and teachers will be trained in procedures for use of restraint and time-out. Strategy's Expected Result/Impact: Impact: 100% of core team members will obtain training certificates. Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All staff members will participate in training related to sexual harassment and sexual abuse. Strategy's Expected Result/Impact: Implementation: All staff members will take on-line courses on sexual harassment and sexual abuse through Region 10. Impact: Course completion certificates will be obtained from all staff members. Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 2: 100% of the staff will be trained and knowledgeable in procedures that guarantee the emotional safety of children and staff.

Evaluation Data Sources: Implementation will be measured through observations, compliance bundle certificates, and professional development attendance documentation





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide counseling services to students.</p> <p>Strategy's Expected Result/Impact: Implementation information in student cumulative folders and counselor notes will indicate students receiving counseling services.</p> <p>Impact: Students will have counseling services available to them as required or as necessary.</p> <p>Staff Responsible for Monitoring: School Counselor</p> <p>Funding Sources: Credit by Exams - Title IV (289) - 289.E.31.6339.00.101.3.30.000 - \$220, Counseling Professional Development Travel - Title IV (289) - 289.E.31.6411.00.101.3.30.000 - \$625</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement Character Strong as part of a school-wide character education curriculum.</p> <p>Strategy's Expected Result/Impact: Each month a different positive character trait will be explored through a series of videos, announcements, and other activities.</p> <p>Staff Responsible for Monitoring: Counselors, Teachers</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Character Strong Curriculum - Title IV (289) - 289.E.11.6398.00.101.3.30.000 - \$699, Character Strong Training - Title IV (289) - 289.E.13.6299.00.101.3.30.000 - \$2,500</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students and staff will engage in a variety of activities focusing on the dangers of illegal drug use and the benefits of living a "drug free" life through anti-bullying campaigns, Red Ribbon Week, Kindness Week and other social emotional events.</p> <p>Strategy's Expected Result/Impact: These counseling materials purchased with Title IV funds from Oriental Trading will be used as part of a comprehensive social and emotional learning program that emphasizes student safety and promotes positive student behavior and emotional growth. Students will develop an increased awareness on the importance of alcohol and drug prevention.</p> <p>Staff Responsible for Monitoring: Campus Counselors</p> <p>Funding Sources: Supplies for Red Ribbon, Kindness, Etc. - Title IV (289) - 289.E.11.6399.00.101.3.30.000 - \$1,000</p>	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 100% of new staff will be trained in mental health and suicide prevention by Mental Health America of Houston.</p> <p>Strategy's Expected Result/Impact: Teachers will increase their knowledge and skills of working with students in crisis.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 3: 100% incidents of bullying/harassment will promptly be addressed according to PBIS guidelines and procedures.





Evaluation Data Sources: The number of referrals related to disrespect, bullying, and harassment will be reduced by 50% from the previous year.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All staff members will participate in training related to bullying, including causes, prevention, and appropriate responses. Strategy's Expected Result/Impact: Implementation: All staff members will take on-line courses on bullying through Region 10. Impact: Certificates from "Bully Prevention" training, as well as team notes throughout the year, will show that 100% of staff have been trained and agreed to monitor all types of harassment throughout the school day. Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will participate in KINDNESS WEEK at school. Students will participate in activities to educate them on what bullying is and how to stop bullying or report bullying appropriately. Strategy's Expected Result/Impact: The impact will be a decrease in referrals related to bullying incidents as well as students feeling confident in reporting and stopping incidents of bullying. Staff Responsible for Monitoring: Campus Counselors</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Anonymous Alerts will be used by students as an anti-bullying reporting system. Strategy's Expected Result/Impact: Anonymous Alerts student anti-bullying and safety reporting mobile app will be used to help combat bullying other negative activity in schools by empowering students to come forward to help themselves and other students. Staff Responsible for Monitoring: Counselors, Administrative Team</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: PBIS (Positive Behavior Interventions & Supports) will be implemented throughout the building to teach, promote, and reward positive behavior. Strategy's Expected Result/Impact: Implementation: All students and staff members will be knowledgeable of and participate in PBIS procedures. Impact: All students will know and demonstrate the campus PBIS goal of being "Respectful and Responsible Everyday". Staff Responsible for Monitoring: Administrative Team, PBIS Committee, Teachers</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 4: 100% of staff members and students will participate in a school-wide PBIS (Positive Behavior Interventions and Supports) program.





Evaluation Data Sources: All students and staff members will be knowledgeable of the goals and actively engage in a school-wide PBIS program.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Matrix will be posted throughout the building outlining expectations for appropriate "RRE" behavior.</p> <p>Strategy's Expected Result/Impact: Implementation: Signs will be posted in cafeteria, hallways, the gym, near restrooms, etc.</p> <p>Impact: students will have visible reminders throughout the building which outline appropriate behavior.</p> <p>Staff Responsible for Monitoring: PBIS Committee</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A PBIS committee will be formed and meet throughout the year to evaluate and improve our campus PBIS program.</p> <p>Strategy's Expected Result/Impact: Students will exhibit respectful and responsible behavior leading to a reduction in office referral and disruptions in the learning environment.</p> <p>Staff Responsible for Monitoring: PBIS committee members, Administrative Team</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: WISD will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

Performance Objective 1: RRE will recruit and retain highly effective personnel.





Evaluation Data Sources: Reports reflecting Certification Attainment, Staff Development/Training Hours

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 100% of the staff at RRE will be assigned to a teaching assignment utilizing certification information (i.e. GT, ESL, Bilingual, etc.) in order to provide a highly effective instructional setting for all students</p> <p>Strategy's Expected Result/Impact: Increase in student achievement from prior year in all sub populations at the Meets level.</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to recruit new and current teachers to become both ESL and GT certified.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement from the prior year due to effective strategies for special populations (GT, ESL)</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: WISD will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

Performance Objective 2: 95% of staff will indicate the intent to return to RRE for the following school year.





Evaluation Data Sources: Staff roster for the 2023-2024 year

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Assign mentor teachers to all new teachers who will meet regularly to provide additional support and insure new teacher success.</p> <p>Strategy's Expected Result/Impact: All new teachers will indicate intent to return to RRE for the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Administrative Team, Mentor Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: RRE will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

Performance Objective 1: All teachers will participate in professional learning communities (PLC) to share ideas and best practices related to instruction and classroom management.





Evaluation Data Sources: Teacher observations, PLC agendas

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will have a scheduled PLC time on a weekly basis.</p> <p>Strategy's Expected Result/Impact: Increase in student growth/achievement due to in-depth professional communication and planning.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Instructional Facilitator, Campus Administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Campus Instructional Team will conduct regular walk-throughs and provide timely and meaningful feedback.</p> <p>Strategy's Expected Result/Impact: Increase in instructional strategies and classroom management.</p> <p>Staff Responsible for Monitoring: Instructional Facilitator, Instructional Coaches, Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: WISD will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

Performance Objective 1: Students and staff will utilize the following classroom technology: school-issued iPads/Chromebooks, interactive whiteboards, and online textbooks/resources to implement subject-specific technology TEKS, support and enhance instruction and learning, and provide greater learning opportunities in connection to real-world applications.





Evaluation Data Sources: Evidence of students' use of technology will be documented through multiple sources including examples of student work and reports generated from technology based programs.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers and students will have access to technology in the classroom for both instruction and assessment (Canvas, PebbleGo, iStation, Dreambox, Mindplay, etc.)</p> <p>Strategy's Expected Result/Impact: Achievement scores will increase due to multiple opportunities to showcase their learning by creating, and sharing what they know.</p> <p>Staff Responsible for Monitoring: Administrative Team, Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All students (K-5) will take part in a curriculum related to digital citizenship.</p> <p>Strategy's Expected Result/Impact: Students will gain knowledge on the proper use of technology and digital citizenship.</p> <p>Staff Responsible for Monitoring: Administrative Team, Campus Technology Team</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: WISD will continue to prioritize two-way communication between Waller ISD and all patrons through all sources available and encourage relationships of trust and mutual support. (Public Relations)

Performance Objective 1: Keep all RRE parents informed on the latest school news and upcoming events.





Evaluation Data Sources: Over 85% of our parents will participate in school-organized activities in the 2023-2024 school year.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Publish and distribute a monthly newsletter written in English and Spanish detailing information pertaining to instruction, testing, upcoming news and events.</p> <p>Strategy's Expected Result/Impact: Students and their families will be informed regularly on what is happening at Roberts Road and WISD.</p> <p>Staff Responsible for Monitoring: Administrative Team, Campus PFE representative</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: S'More - Title IV (289)</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parents can stay informed on school news and events through social media.</p> <p>Strategy's Expected Result/Impact: Parents will be better informed on all RRE news, information, and upcoming events.</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>Title I: 4.1</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Parent Involvement funds will be used to provide strategies to help keep parents and families informed and connected to our campus.</p> <p>Strategy's Expected Result/Impact: Families will have a better understanding of ways to help their students with instruction.</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>Title I: 4.2</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: WISD will continue to prioritize two-way communication between Waller ISD and all patrons through all sources available and encourage relationships of trust and mutual support. (Public Relations)

Performance Objective 2: Provide all RRE parents with information related to academics and student achievement.





Evaluation Data Sources: 100% of academic related information will be made available in English and Spanish. (i.e Title 1 Parent Involvement funds will be used to provide additional options for family engagement activities throughout the school year.)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide opportunities for families to learn about different academic goals and strategies. (Open House, Reading Night, Math Night, Title 1 Family Meetings, etc.)</p> <p>Strategy's Expected Result/Impact: Families will have a better understanding of ways to help their students with instruction.</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All parents will have access to their student's academic information through Skyward, and Blackboard Communication.</p> <p>Strategy's Expected Result/Impact: Parents will be able to stay informed of their student's academic progress.</p> <p>Staff Responsible for Monitoring: Administrative Team and Teachers</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 8: WISD will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)

Performance Objective 1: Roberts Road Elementary will utilize 100% of local funding.





Evaluation Data Sources: 2023-2024 budget reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Administration will adhere to the district budgeting guidelines. Strategy's Expected Result/Impact: RRE budget will be in compliance with WISD guidelines. Staff Responsible for Monitoring: Principal and campus secretary</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A Comprehensive Needs Assessment will occur during the spring semester to determine campus needs and identify possible expenditures to be included in next year's Campus Improvement Plan. Strategy's Expected Result/Impact: Notes, agendas, sign-in sheets from CNA and CIP meetings. Staff Responsible for Monitoring: Administrative Team, CNA committee members</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Grade levels will be provided with a budget to provide instructional materials for their grade level. Strategy's Expected Result/Impact: Campus needs will be identified and funds allocated. Staff Responsible for Monitoring: Administrative Team, Team Leaders</p> <p>Title I: 2.5</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 8: WISD will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)

Performance Objective 2: RRE will use the funding to ensure all student needs are being met with supplemental interventions specific to the age, capacity, and desired mastery level.





Evaluation Data Sources: 2023-2024 budget report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Roberts Road Elementary will utilize supplemental funding to provide additional instructional and/or coaching staff, resources, supplies (including technology and software), specialized training, and parent resources to ensure programs and activities on campus are focused on the improvement of curriculum; enhancement in parent engagement, and extended learning time for students who need extra help with a focus on raising student achievement.</p> <p>Strategy's Expected Result/Impact: Individual student growth in test scores Staff Responsible for Monitoring: Principal, Director of Federal Programs</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 9: WISD will provide co-curricular and extracurricular opportunities and programs for students as a means of preparing them for the future. (Enrichment Programs)

Performance Objective 1: Students will participate in co-curricular and extracurricular activities during the 2023-2024 school year.





Evaluation Data Sources: Students will compete in district-approved extra-curricular activities.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students (Grades 2-5) will participate in various academic UIL events. Strategy's Expected Result/Impact: Students will compete in a district-wide UIL competition during the spring semester. Staff Responsible for Monitoring: UIL Sponsors, UIL Coaches</p> <p>Title I: 2.5 - TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students (Grades 3-5) will compete in a campus Spelling Bee. Strategy's Expected Result/Impact: Impact: The winner of the Spelling Bee will advance to district spelling contests during the spring. Staff Responsible for Monitoring: Spelling Bee Coordinator, campus administration</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 9: WISD will provide co-curricular and extracurricular opportunities and programs for students as a means of preparing them for the future. (Enrichment Programs)

Performance Objective 2: All students in Grades K-5 will participate in coordinated school activities that promote physical fitness.





Evaluation Data Sources: FitnessGram result

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: FitnessGram testing will occur in the spring. Strategy's Expected Result/Impact: Students will learn about the importance of exercise and healthy living to increase well-being. Staff Responsible for Monitoring: Physical Education staff</p> <p>Title I: 2.5</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will participate in coordinated events such as Kid's Healthy Challenge, Family Fun Run nights and the Run for Fun club. Strategy's Expected Result/Impact: :Students will benefit from multiple opportunities to engage in activities and events that promote physical fitness . Staff Responsible for Monitoring: Physical Education staff</p> <p>Title I: 2.5</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 10: WISD will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)





Performance Objective 1: 100% of parents will receive communication in both English and Spanish.

Evaluation Data Sources: All grade level and campus level notes will be submitted to the administrative team for approval.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All notes, mass phone notifications, and newsletters originating from the school will be communicated in English and Spanish.</p> <p>Strategy's Expected Result/Impact: All parents/guardians will receive notification of school news and events in their primary language.</p> <p>Staff Responsible for Monitoring: Office Staff, Campus Administration</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 10: WISD will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)

Performance Objective 2: Parents, staff, and other community members will have the opportunity to attend adult/parent education classes and specific programs to assist their children.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide Canvas Parent Virtual Trainings for all families Instructure INC.</p> <p>Strategy's Expected Result/Impact: To build the capacity of parents on how to stay connected to their child's learning through Canvas, our learning management system. Family engagement is a vital role in the academic lives of children and their overall success. Obtaining the appropriate tools is crucial to help families be involved by supporting their child in being successful and to build confidence by being able to check their grades, view assignment due dates, read instructions, follow their calendars and communicate easily with their teachers. The overall goal is to provide increased family engagement opportunities to ALL families within the district by building their capacity for increased student achievement.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Family Engagement Specialist, Campus Administration, Communications Dept.</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Staff will attend trainings in order to learn more about the value of parent engagement.</p> <p>Strategy's Expected Result/Impact: Increased Parent Engagement and Improvement of the campus PFE Program</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 10: WISD will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)





Performance Objective 3: All families will be encouraged to participate in school events such as Meet the Teacher Night and Family Reading Night, Family Math Night, Family Fun Runs, etc.

Evaluation Data Sources: Notes, newsletter items and website updates will keep parents informed of upcoming events.

Goal 10: WISD will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)

Performance Objective 4: Conduct special events that recognize and celebrate campus diversity

Evaluation Data Sources: Flyers, Agendas, Weekly Reminders

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students and staff will celebrate Autism Awareness Month, Black History Month, Kindness Week, College and Career Week, Hispanic Heritage Month, etc.</p> <p>Strategy's Expected Result/Impact: Throughout the year the students and staff will participate in different activities to celebrate diversity.</p> <p>Staff Responsible for Monitoring: Campus Counselors, Administrative Staff,</p> <p>Title I: 2.5</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Title I

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our students in relation to the challenging state academic standards. The CNA includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged, and Gifted & Talented, but it also includes a focus on offering well-rounded educational opportunities for all students. The CNA process includes reviewing the data for strengths of the campus and problem areas to ensure planning and budgeting is targeted to the most important needs of the campus; a list of the data sources used to conduct the CNA process can be found within the plan. The CNA is developed during the Spring semester and is approved in the Fall Semester of each school year. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA is documented within the campus plan. The committee, as well as specialized subcommittees, meet throughout the school year as new data becomes available and/or when the needs of students require campus-level action. The campus goal is to conduct at least 3 meetings during the school year to formatively assess the plan.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and district and campus personnel including teachers, paraprofessionals, district and campus leaders and leadership team members, and district administration as aligned to Waller ISD board policy BQB (Local). The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other district and campus staff, as needed. The list of stakeholders who participate in the development and review of the CIP can be found within the campus plan.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's identification as a Title I district and campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on students' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring will include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners: ESSA Section 1111(c)(2) and "at-risk" students [TEC 42.152(d)]. Meeting agendas, meeting minutes, and sign-in sheets with the date, time, and location of each meeting can be found stored locally at the LEA.

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

Families will be notified at the beginning of the year that a copy of the CIP is located on the campus website. English and Spanish copies are available upon request. The district will, to the extent possible, provide translations in other languages. (ESSA, Sec. 1114(b)(4)) The Waller ISD Translation Policy can be found on the Waller ISD website, under "Parents" - "Parent and Family Engagement".

2.4: Opportunities for all children to meet State standards

The district and campuses determine schoolwide reform strategies based upon formative and summative student achievement data. Each campus and district plan includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners) [Sec 1111(c)(2)] will meet the challenging state academic standards.

2.5: Increased learning time and well-rounded education

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and

accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education. Within the Goals, performance objectives, and strategies, the campus lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary to a well-rounded education.

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

The campus addresses the needs of all students it serves with a focus on the needs of students identified as “At Risk” of not meeting the challenging state academic standards. Within the needs assessment and improvement plan, the campus identifies how it will address the needs of all students including a particular focus on students deemed “At Risk” of not meeting state standards.

3.1: Annually evaluate the schoolwide plan

The Campus Improvement Plan is evaluated through three formative reviews in order to arrive at the annual summative evaluation.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is developed jointly with families and provided in English and Spanish. Other languages are provided upon request. A list of individuals who assisted with the development of the Parent and Family Engagement Policy can be found at the campus. The Campus Principal maintains documentation related to the parent and family engagement policy.

4.2: Offer flexible number of parent involvement meetings

The campus provides a flexible number of meetings for parents. The Parent and Family Engagement meetings are held throughout the year. The Campus Principal maintains all documentation of events, agendas, past meeting information, and training opportunities for parents.

5.1: Determine which students will be served by following local policy

Waller ISD is a school-wide LEA and does not have any targeted assistance schools.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Krista Brill	Math Interventionist	Title I	100%

Campus Funding Summary

Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Credit by Exams	289.E.31.6339.00.101.3.30.000	\$220.00
3	2	1	Counseling Professional Development Travel	289.E.31.6411.00.101.3.30.000	\$625.00
3	2	2	Character Strong Training	289.E.13.6299.00.101.3.30.000	\$2,500.00
3	2	2	Character Strong Curriculum	289.E.11.6398.00.101.3.30.000	\$699.00
3	2	3	Supplies for Red Ribbon, Kindness, Etc.	289.E.11.6399.00.101.3.30.000	\$1,000.00
7	1	1	S'More		\$0.00
Sub-Total					\$5,044.00