San Benito Consolidated Independent School District

Frank Roberts Elementary School

2022-2023 Campus Improvement Plan

Mission Statement

Frank Roberts Elementary will provide a premiere education for all students. Students will achieve their highest potential to become college and career ready.

Vision

Transforming lives…Creating leaders through a Gold Standard Education.

Value Statement

Frank Roberts Elementary believes that:

- *All students can and will learn*
- *All teachers can teach*
- *High expectations for all encourage excellence*
- *Resources to support students' needs must be provided*
- *Excellence in teaching and learning is vital*
- *All students will be supported to pursue their passion upon graduation*
- *Respect for all individuals is essential*
- *A community with shared ownership, purpose, and commitment work well together*

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Frank Roberts Elementary is providing face-to-face instruction on campus after a year of instruction that was impacted by COVID. Frank Roberts is one of eleven elementary schools in San Benito, Texas. Our campus has 265 enrolled students and serves students in pre-kinder 3 year olds through 5th grade.

According to the PEIMS Data Review of our campus profile, 98.5% of our student population is Hispanic, and 96.9% are identified as Economically Disadvantaged. Frank Roberts Elementary has 32.7% of the student populations classified as Limited English Proficient, 66% of students are identified at risk, and the campus has a mobility rate of 17%.

The students of Frank Roberts Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area to include Reading, Writing, Math, Social Studies, and Science. Numerous activities are also provided to enhance the instructional day that include, but are not limited to, chess, cheer / dance team, Accelerated Reader, Afterschool Program, and Spelling Bee participation, Student Council, and Saftey Rangers. Other instructional programs that enhance our academic core subjects at various levels include Gifted and Talented, Resource and Inclusion, Dyslexia, 504, RtI, and a Bilingual Program. All students 3rd - 5th grade are required to meet the passing standard of the four assessements which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Frank Roberts Elementary is comprised of 18 classroom teachers, 2 campus administrators, 1 Counselor, 2 RTI Teachers, 1 Fine Arts teacher, 1 PE teacher, 1 Librarian, 1 Special Education teacher, and 8 educational aides.

School Colors: Green and White

Mascot: The Mighty Hornets

Campus Goals for 2021-2022: Frank Roberts Elementary School faculty and staff is commited to the following goals:

70% or better of students in grades 3-5 will pass the STAAR Reading Test

70% or better of students in grades 3-5 will pass the STAAR Mathematics test

70% or better of 4th grade studens will pass the STAAR Writing test

70% or better of 5th grade students will pass the STAAR Science test

97% annual daily attendance will be achieved.

100% of system safeguards will be achieved for all areas addressed

Demographics Strengths

Due to T.E.A. school closures in the Spring of 2020 and the negative impact on instruction COVID-19 created in the 20-21 school year, Frank Roberts was not able to provide students with consistent access to consistent quality instruction.

Frank Roberts has shown improvements in academics (however improvements in academics have been minimal due to issues compounded by COVID), behavior expectations, and school culture. Through the leadership of FRE, our campus has two RTI teachers to provide students with targeted instruction in areas of need and offer crucial one-on-one instruction to at-risk students.   In addition, FRE utilizes the Parent Specialist to communicate with parents in an effort to improve student attendance and provide parental assistance when needed. FRE is one of several elementary schools in SBCISD who has a Communities in Schools Representative assigned to campus who provides an addtional service to students and parents.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There has been a steady decrease in attendance. **Root Cause:** The school community has not put the emphasis on daily attendance.

Problem Statement 2 (Prioritized): The school culture of FRE has impacted student attendance and parent expectations negatively. **Root Cause:** The historical mindset of the school community has made it difficult for parents to embrace the new commitment from FRE in regards to attendance expectations.

Problem Statement 3: Student enrollment has decreased for the 2021-2022 school year due to students moving to other campuses in the district and moving to campuses outside of the district. **Root Cause:** Students and parents have COVID-19 concerns that have impacted student enrollment.

Student Learning

Student Learning Summary

As COVID-19 restrictions are lifted, the 21-22 school year will return to Pre-Covid status by providing face-to-face instruction.

Due to school closures on account of COVID 19 Pandemic in the spring of 2020 and the impact of remote learning and face to face instruction, students did not show imrovements in the STAAR assessments administered in 2021. FRE will be utilizing availablle state assessment data, in conjunction with campus and district data that was collected during the 2019 and 2021 school years. FRE will utilize the data management system, Eduphoria to disaggregate student information to strategically plan for the 2021-2022 school year.

Student Acievement, Student Progress, Closing Perforamance Gaps and Post Secondary Readiness.

In 2019, Frank Roberts Elementary performed as follows in each of the indices for the State of Texas.

Student Achievement Score: 51%   Approaches - 53%   % Meets - 16%   % Masters - 6%

Student Progress Score: 53 Met Standard

Closing Performance Gaps: 43 Met Standard

Post Secondary Readiness:

A-F Accountability Rating: F

Frank Roberts Elementary staff reviews data acquired from various student assessments using Eduphoria Software and reports provided by the state. Weekly tests, Campus Based Formative Assessments, and District Benchmarks are given in order to monitor students' progress. After assessment data is analyzed, tutorials, as well as small group instruction is implemented. Data drives our instruction and planning. Assessment results, progress reports, six weeks grades and benchmarks are all data analyzed by teachers, counselor, and administrators. Students needing additional support are placed on an RTI. STAAR data is based on the 2020-2021 school year.

At FRE we will continue to utilize the TEKS Resource System for K through 5th grade and the OWL curriculum for Pre-K. FRE will utilize insturctional resources provided by the district, including but not limited to, HMH, SAAVAS, Dreambox, Istation, Stemscopes, Education Galaxy, Nearpod, and Flocabulary. FRE will assess student data with campus based assessments, CFAs (Common Formative Assessments) and district benchmarks.

Student Learning Strengths

Strengths identified after review of all relevant data includes:

1. Minimal teacher turnover for the 2020-2021 school year

2. Improved instructional focus

3. Positive school culture minimized discipline-based distractions.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 40% to 50% of students not meeting minimum passing standard set by the State of Texas in STAAR for content areas. **Root Cause:** Teachers' lack of experience, students' inappropriate behavior in the classrooms, in conjunction with the impact of COVID 19 have impacted academic growth of students.

Problem Statement 2 (Prioritized): Students are scoring lower in the area of Science in the STAAR than in any other content area. **Root Cause:** Science Content Expertise is lacking in the majority of our teachers.

Problem Statement 3: Consistent quality instruction was difficult to provide due to factors beyond school's control. **Root Cause:** Impact of COVID 19 on delivery of instruction.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction & Assessment

Frank Roberts Elementary follows TEKS Resource System which is aligned to the Texas Essential Knowledge and Skills (TEKS). Supplemental materials are added in order to enhance the lesson delivery by teachers. The TEKS Resource System promotes 21st Century Skills including critical thinking and problem solving, communication skills, creativity, collaboration, and information-media literacy skills through unit Performance Indicators. Each six weeks, each grade level team maps out the specific skills and standards that will be taught for the upcoming time period. Guiding questions used during that process include: "What are the key components? What is the standard of expectation? What is the vocabulary necessary to internalize the concept?" The teachers then determine how these concepts will be introduced to the student body.

At Frank Roberts Elementary data drives instruction. Students receive unit assessments at the end of each unit. Teachers and administrators analyze the data and make instructional decisions based on that data. A Diagnostic test is given at the beginning of the year. One District benchmark (STAAR release) is administered during Spring semester for 3rd-5th grade students. Campus Based assessments are administered at week 5 or week 7 of every six weeks. Students also participated in monthly computer based assessments for I-station Reading. Teachers use Eduphoria to track student progress on assessments. The use of these resources ensure teachers have results of assessments in a timely manner and can disaggregate data in many different ways to include by sub population or by student expectation. Teachers can then group students according to which student expectation they need to target.

During weekly PLC meetings teachers and administration review data, Year at a glance documents (timelines), resources available to understand TEKS, review available STAAR release material to ensure teachers are teaching to the level of rigor expected. Discussions focus on which students are not making progress and what will be done to provide instruction for these students and which students are making progress and what will be done to enhance instruction and challenge these students.

The spiraling of highly tested TEKS is an expectation for all grade levels. An emphasis will be placed on ensuring all teachers know and understand their grade level TEKS (the level of rigor for each TEK, misconceptions associated with the TEKS, and vocabulary essential to student understanding of the TEKS)

Teachers submit lesson plans and weekly assessments on Forethought Eduphoria. Grade level teachers collaborate on the objectives to be taught, activities to use during teaching and level of questioning. The District's initiative in providing all educators Professional Development on rigor and relevance through International Center Leadership Education (I.C.L.E.). Administrators provides feedback on lesson plans and assessments.

State certified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing

requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. Strategies to attract State Certified teachers will include the school participation in the District sponsored Teacher Fair. In addition, the district pays stipends for attainment of a Master's Degree and pays stipends for lead teachers, bilingual and technology teachers. The school will provide access to high quality, on-going professional development throughout the school year based on the campus needs.

The following sources provided valuable data for Staff Quality, Recruitment and Retention in regards to the identification of campus needs:

Campus Improvement Plan
Professional Development Data
Teacher Certification/Qualification Data
Staff Mobility/Stability Paraprofessionals & Support Staff Qualifications Staff Effectiveness in relation to student achievement

Staff

Frank Roberts' instructional paraprofessionals are highly qualified and meet all district and state requirements. The retention rate for this campus is 90% or higher. In addition, as part of our campus' retention of teachers, our district has a system that is implemented to help retain teachers this school year where it provides teachers a competitive pay, thus supporting our campuses stability in retaining teachers to further develop with Professional Development and grade level consistency in remaining within the same grade level from year to year. Furthermore, our school district compensation plan is competitive among other neighboring districts increasing retention of teachers.

Teachers are provided with staff professional development at the beginning of the school year and throughout the year to help them familiarize themselves with school databases, curriculum, norms and regulations. .

Staff professional development is needed for reading, math, writing, and science. Our school needs are: new resources, approaches, strategies and techniques and implementation of best practices to help our students be more successful in all these content areas. These needs are identified based on the data gathered from several sources such as TAPR reports, STAAR Scores, Campus-based Formative Assessments, Spring benchmark, Circle Assessments, lead4ward data, I-station Reading assessments, weekly tests, and ongoing campus-based classroom observations and International Center Leadership Education (I.C.L.E) professional development and classroom observation visits with immediate feedback.

Technology:

Committee met to analyze and discuss data from several sources. Strengths and problem areas were discussed. The following items were discussed and analyzed to determine technology campus needs and strengths:

- Technology hardware and software (I-Station, Accelerated Reader, Big Brains, etc...)

- Technology Professional Development Opportunities
- FRE is currently at 1 to 1 device per student

Teachers continue to use document cameras and Epson projectors to project SBCISD purchased programs such as HMH for reading and SAAVAS for Math, Science and Social Studies.   Professional Development will be offered by Instructional Specialists, campus technology representative and facilitator on any training that is needed. New software provided by the District (aligned to the TEKS) will be utilized to raise student achievement. Administration will look for, but will also encourage teachers to seek professional development outside of contact hours offered by District Technology Department. Teacher Laptops will be updated for continued effective classroom instruction.

School Organization:

At Frank Roberts Elementary our aim is to provide a Gold Standard in education for all students, through a positive and safe learning environment, so that our students are college, career, and workforce ready. There is a strong emphasis on ensuring all students have the academic preparedness to undertake any endeavor successfully, as well as developing the soft skills students need in order to accomplish their goals.

When our students struggle with mastering the TEKS, we make instructional and school context adjustments. Through these modifications, which include academic support, our students are given the necessary tools. We work hard to assert our instructional time is protected. Our staff and students are not pulled out of class unnecessarily. PLCs are a cornerstone of our instructional foundation. Time is allotted for teachers so that planning, data disaggregation, and professional development is continual and most importantly, a priority. Our strong focus on instruction and student mastery drives the Frank Roberts staff to provide the best educational opportunities for all students.

- Committee met to analyze data from the following sources. (Several sources discussed for strengths and needs)
- Data Sources Reviewed: [The following sources provided valuable data for School Culture and Climate in regards to the identification of needs]
- Grade Level PLCs
- Parent Conferences
- Counseling Presentations/weekly counseling classes for all classrooms
- Community Involvement (Career Day, Wellness Walk Awareness, Parade, Community Health Fair)
- Extra-Curricular Activities (Chess Team, Dance & Cheer Team, Spelling Bee, Safety Patrol, Student Council)
- *Student surveys conducted at end of school and compare to end of year survey to track student perceptions of culture and climate. Teacher survey at end of year.
- *School wide disciplinary plan is in place and enforced by staff. Counselor utilizes (PBIS). Restorative Discipline.

- *Teachers enforce school-wide discipline plan. School has a strong counseling/curriculum involvement.
- *Effective procedures are in place to promote safety
- *Campus activities promote wide-spread student participation
- *Forms of communication: Communication in English and Spanish, School Messenger; Facebook, Campus Website, Class Dojo
- *Incentives for campus behavior expectations.

In order to provide consistency in Curriculum, Instruction and Assessments on the campus, Vertical PLC's are and will be conducted four times per year for all content areas. Teachers discuss the TEKS across each grade level using Lead4ward to make an action plan per content area for all grade levels and all teams provide feedback on strategies and best practices as well as the action plan everyone will use for teaching our students and achieving success.

School Processes & Programs Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee:Comprehensive Needs Assessment Staff Quality, Recruitment and Retention Strengths (Continued)

- Vertical Alignment
- Vertical / Horizontal Co-Planning including Special Education Teacher • Professional Development
- PLC Meetings (weekly, vertical and grade level)

SCHOOL CONTEXT & ORGANIZATION

1. Campus conducts PLC Meetings. An agenda is set and sent to staff prior to PLC meeting.
2. Full day Prekindergarten 3 Year Old Program (with a partnership with HeadStart) has been implemented at Frank Roberts.
3. District-wide Campus-based Formative Assessments fro grades 1st-5th are administered every six weeks
4. Benchmark to be administered for grades 3rd through 5th once a year.
5. Interruptions to the instructional day are kept to a minimum.
6. Safety drills are calendared in performed monthly consistently and efficiently.

TECHNOLOGY

- Every classroom equipped with an Epson projector and domcument camera ELMO
- 1-1 device distribution
- Use of Google Classroom to submit lesson plans and assessments
- Updated webpage
- Every teacher has an assigned laptop, and/ ipad for classroom use

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Relative inexperience of teachers in all grade levels has impacted student performance due to lack of consistent knowledge of school programs. **Root Cause:** Prior to the 2020-2021 school year, teachers retired, resigned, or moved to surrounding elementary schools.

Problem Statement 2 (Prioritized): Teachers' level of understanding for TEKS or the level of Rigor of the TEKS is limited. **Root Cause:** Lack of teaching experience along with a lack of familiarity with the TEKS

Problem Statement 3 (Prioritized): Professional Development is needed in Instructional Practices, Classroom Management, and Technology for 21st Century instruction and learning. **Root Cause:** Lack of consistency among teachers in regards to classroom management, instructional practices, and technology abilities is due to teacher's level of experience.

Problem Statement 4: Lack of reliable and valid data on the academic progress of students for the 2020-2021 school year makes it difficult to begin targeting instructional gaps. **Root Cause:** Due to COVID-19 and T.E.A. closure of schools in March 2020 in addition to the impact it had on the delivery of instruction for the 20-21 school year made it challenging to gather quality data.

Perceptions

Perceptions Summary

At Frank Roberts Elementary our aim is to provide a Gold Standard in education for all students, through a positive and safe learning environment, so that our students are college, career, and workforce ready. There is a strong emphasis on ensuring all students have the academic preparedness to undertake any endeavor successfully, as well as developing the soft skills students need in order to accomplish their goals.

After thorough review of multiple data sources, the Campus Improvement committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following **Family and Community** areas of improvement would be addressed:

- While parent involvement is low, strong school efforts are made to keep our parents informed of tutorial, extracurricular activities, and school events through School Messenger, Facebook, fliers, letters, Campus Events Calendar, and the addition, this year, of Class Dojo as a school-wide tool to keep the lines of communication open between the school community and parents.
- Communication to parents is made in English and Spanish to ensure all parents are informed in the language spoken at home.
- Home visits are conducted through our Communities In Schools (CIS) representative, parental involvement specialist along with a teacher and/or administrator when needed.
- Teachers make phone calls to parents, not just to inform parents of student behavior, or similar concerns, but to also praise student behavior and achievement in the classroom.
- Teachers also hold Parent Conferences to discuss academics, behavior, or other concerns they may have.
- Through PTO Meetings, parents are also informed of current school academic status and concerns, and any other items such as school supplies, field trips, campus community activities, etc...
- Parent Center is open every Monday. Guest Speakers are invited to present on topics of interest to parent volunteers.
- Parental Involvement Specialist is available Monday through Thursday to meet with parents to discuss attendance issues, or needs of the family.

Committee met to analyze data from the following sources. Strengths and Needs from several sources were discussed.

Data Sources Reviewed: The following sources provided valuable data for School Culture and Climate in regards to the identification of needs:

• Grade Level PLCs

• Parent Conferences

• Counseling Presentations/weekly counseling classes for all classrooms

• Community Involvement (Parade, Wellness Walk Awareness, Community Fair, Career Day)

• Extra Curricular Activities (Chess Team, Dance/Cheer Team, Spelling Bee, Safety Patrol, Student Council)

*Student surveys conducted at end of school and compare to end of year survey to track student perceptions of culture and climate. Teacher survey at end of year.

*School wide disciplinary plan is in place and enforced by staff. Counselor utilizes (PBIS). Restorative Discipline.

*Teachers enforce school wide discipline plan (PBIS). School has a strong counseling/curriculum involvement.

*Effective procedures are in place to promote safety

*Campus activities promote wide-spread student participation every 6 Weeks: (Perfect Is Perfect, AR Celebrations, A Honor Roll, A-B Honor Roll & Perfect Attendance Recognition)

*Forms of communication: Communication in English and Spanish, School Messenger; Facebook/Instagram, Campus Website, Class Dojo

*Incentives for campus behavior expectations

*Campus beautification

Perceptions Strengths

STRENGTHS

The following strengths were identified after all findings were analyzed by the SBDM Committee:

- Visibility of administration
- Positive change of culture
- Emphasis on extra-curricular activities
- School Staff Involvement
- 85% teacher retention

Parent & Community Engagement

Communities In Schools (CIS) Representative

* Parent Liaison

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a lack of parent participation. **Root Cause:** Prior to the 2019-2020 school year and to the impact COVID had on school activities in 2020-2021. FRE historically had a shortage of activities/events, advertising, and overall communication which made parents reluctant to participate and engage in school activities.

Problem Statement 2 (Prioritized): There is a lack of community partnerships. **Root Cause:** Not enough efforts are made to contact community leaders and businesses to partake in our school activities.

Problem Statement 3: There is a lack of parent participation and engagement. **Root Cause:** COVID 19 restrictions made it it difficult to engage parents in all areas related to school.

Priority Problem Statements

Problem Statement 1: Students are scoring lower in the area of Science in the STAAR than in any other content area.

Root Cause 1: Science Content Expertise is lacking in the majority of our teachers.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The school culture of FRE has impacted student attendance and parent expectations negatively.

Root Cause 2: The historical mindset of the school community has made it difficult for parents to embrace the new commitment from FRE in regards to attendance expectations.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There has been a steady decrease in attendance.

Root Cause 3: The school community has not put the emphasis on daily attendance.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Teachers' level of understanding for TEKS or the level of Rigor of the TEKS is limited.

Root Cause 4: Lack of teaching experience along with a lack of familiarity with the TEKS

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Professional Development is needed in Instructional Practices, Classroom Management, and Technology for 21st Century instruction and learning.

Root Cause 5: Lack of consistency among teachers in regards to classroom management, instructional practices, and technology abilities is due to teacher's level of experience.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a lack of parent participation.

Root Cause 6: Prior to the 2019-2020 school year and to the impact COVID had on school activities in 2020-2021. FRE historically had a shortage of activities/events, advertising, and overall communication which made parents reluctant to participate and engage in school activities.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: There is a lack of community partnerships.

Root Cause 7: Not enough efforts are made to contact community leaders and businesses to partake in our school activities.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: 40% to 50% of students not meeting minimum passing standard set by the State of Texas in STAAR for content areas.

Root Cause 8: Teachers' lack of experience, students' inappropriate behavior in the classrooms, in conjunction with the impact of COVID 19 have impacted academic growth of students.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Relative inexperience of teachers in all grade levels has impacted student performance due to lack of consistent knowledge of school programs.

Root Cause 9: Prior to the 2020-2021 school year, teachers retired, resigned, or moved to surrounding elementary schools.

Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: SBCISD/Frank Roberts Elementary School will increase student academic achievement for all student populations thereby closing academic and social-emotional gaps created by multiple factors to include COVID-19 by the conclusion of the 2022- 2023 school year.

Performance Objective 1: By June 2023, 75% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

    Evaluation Data Sources: STAAR Reports for grades 3-5

Strategy 1 Details	Reviews			
Strategy 1: Monitor, evaluate and analyze student performance data in order to identify strengths and weaknesses in curriculumn inplementation, program effectiveness and student success	**Formative**			**Summative**
	Dec	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Improved student performance through increased use of effective teaching strategies. **Staff Responsible for Monitoring:** Principal Asst. Principal Teachers **Title I:** 2.4, 2.6 **Funding Sources:** Purchase STAAR4WARD from Lead4ward - 211 - Title I, Part A - $2,500				

Strategy 2 Details	Reviews			
Strategy 2: RTI teacher to assist teachers in identifying students in need of intervention, provide interventions to students, provide guidance to teachers in completing required documentation and make intervention recommendations	**Formative**			**Summative**
	Dec	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Increased number of students that are receiving interventions and making progress. **Staff Responsible for Monitoring:** Principal Dean Asst. Principal **Title I:** 2.6 **Funding Sources:** - 211 - Title I, Part A				

Strategy 3 Details	Reviews			
Strategy 3: Analyze student data in order to identify strengths and weaknesses	**Formative**			**Summative**
Use Eduphoria, I-Station, CFA's, Benchmarks, vertical team planning, PLCs, and lead4ward	**Dec**	**Mar**	**May**	**June**

Strategy's Expected Result/Impact: Timely interventions for students not meeting standards on objectives.
    Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers
 	
    Title I:
2.6				

Strategy 4 Details	Reviews			
Strategy 4: Offer tutorials that will allow all students the opportunity to succeed on appropriate assessments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Interventions for students not meeting standards on objectives taught.	**Dec**	**Mar**	**May**	**June**
Staff Responsible for Monitoring: Teachers, Admin **Title I:** 2.5				

Strategy 5 Details	Reviews			
Strategy 5: Maintain and update technology/hardware to support the campus instructional programs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student performance	**Dec**	**Mar**	**May**	**June**
Staff Responsible for Monitoring: Administration **Title I:** 2.4, 2.6				

Strategy 6 Details	Reviews			
Strategy 6: Assess, identify and provide intensive instruction for students at risk of failing any portion of the STAAR.	**Formative**			**Summative**
Parents of at-risk students will be notified of child's status and necessary interventions. Frank Roberts Accelerated Instructional Plan will be used for all 5th grade retesters	**Dec**	**Mar**	**May**	**June**

Strategy's Expected Result/Impact: Improved performance of at risk students
    Staff Responsible for Monitoring: Admin, Teachers, RTI
 	
    Title I:
2.6, 4.1				

Strategy 7 Details	Reviews			
Strategy 7: Order materials, technology, or supplies needed to address all student needs to include Special populations needs (at-risk, migrant, bilingual/ELL, Special Education, Dyslexia and Gifted) for completion of special projects, interventions, differentiated assignments (Teacher and student use)	Formative			Summative
	Dec	Mar	May	June
Strategy's Expected Result/Impact: Increased student performance **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.6				

Strategy 8 Details	Reviews			
Strategy 8: Order and provide equipment and supplies needed to enhance classroom teaching, center activities, and student learning for daily functions within the instructional day.	Formative			Summative
	Dec	Mar	May	June
Strategy's Expected Result/Impact: Increased student performance, activities aligned to objectives taught **Staff Responsible for Monitoring:** Teachers, Admin **Title I:** 2.4 **Funding Sources:** Lead4ward TEKS guides - 211 - Title I, Part A - $2,200, Science materials for labs - 199 - State Compensatory Education (SCE) - $3,200				

Strategy 9 Details	Reviews			
Strategy 9: Incentives will be purchased in order to promote a supportive environment for both students and teachers.	Formative			Summative
Strategy's Expected Result/Impact: Promote campus climate	Dec	Mar	May	June
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.5				

Strategy 10 Details	Reviews			
Strategy 10: Utilize social media to maintain parent communication.	Formative			Summative
Strategy's Expected Result/Impact: Increase communication between home/school.	Dec	Mar	May	June
Staff Responsible for Monitoring: Principal **Title I:** 2.4				

Strategy 11 Details	Reviews			
Strategy 11: Fine Arts will provide learning experiences for students in all populations to enhance the TEKS standards for Fine Arts/Music.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Students build background knowledge and understanding on specific painters and artists. **Staff Responsible for Monitoring:** Teacher Assistant Principal Principal **Title I:** 2.4, 2.6 **Funding Sources:** - 199 - General Fund - $1,000				

Strategy 12 Details	Reviews			
Strategy 12: In order to serve all students' needs, all eligible students will have the opportunity to receive needed eye exams and glasses.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Students improve their vision to help have clarity in all content areas. **Staff Responsible for Monitoring:** Nurse AP Principal				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: SBCISD/Frank Roberts Elementary School will increase student academic achievement for all student populations thereby closing academic and social-emotional gaps created by multiple factors to include COVID-19 by the conclusion of the 2022- 2023 school year.

Performance Objective 2: Students in 3rd, 4th, and 5th, will increase performance on Math, Reading, Science, and Writing STAAR by 20%

    Evaluation Data Sources: STAAR scores Spring 2023

Strategy 1 Details		Reviews			

Strategy 1: Purchase supplemental STAAR materials in all tested content areas and in Second grade in order to provide students with familiarity of tested content.
    Strategy's Expected Result/Impact: Increased student performance on STAAR.
    Staff Responsible for Monitoring: Principal
 	
    Title I:
    2.4, 2.6
		Formative			**Summative**

		Dec	Mar	May	June

Strategy 2 Details		Reviews			

Strategy 2: Develop campus based assessments for all content areas. Provide assessments every 3 weeks.
    Strategy's Expected Result/Impact: Increased student performance on STAAR.
    Staff Responsible for Monitoring: Teachers, Admin.,
 	
    Title I:
    2.4, 2.6
		Formative			**Summative**

		Dec	Mar	May	June

Strategy 3 Details		Reviews			

Strategy 3: Provide large group instruction in the classrooms and the cafeteria for math, reading, writing, and science utilizing technology and amplification devices
    Strategy's Expected Result/Impact: Teachers will provide large group instruction to insure all students receive strategies needed to target areas of concern in math reading writing and science.
 	
    Title I:
    2.4, 2.5
		Formative			**Summative**

		Dec	Mar	May	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: SBCISD/Frank Roberts Elementary School will increase student academic achievement for all student populations thereby closing academic and social-emotional gaps created by multiple factors to include COVID-19 by the conclusion of the 2022- 2023 school year.

Performance Objective 3: Students in 5th grade will improve performance on Science STAAR by 20%

    Evaluation Data Sources: STAAR scores Spring 2023

Strategy 1 Details		Reviews		
Strategy 1: Purchase supplemental STAAR materials.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increased student performance on STAAR **Staff Responsible for Monitoring:** Principal **Title I:** 2.4		Dec	Mar	May	June

Strategy 2 Details		Reviews		
Strategy 2: Develop campus based assessments for all content areas. Provide assessments every 3 weeks.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increased student performance on STAAR. **Staff Responsible for Monitoring:** Teachers, Admin **Title I:** 2.4		Dec	Mar	May	June

Strategy 3 Details		Reviews		
Strategy 3: Purchase STEM based materials for student use to encourage them to use hands on materials and think outside the box.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increased Science STAAR scores. **Staff Responsible for Monitoring:** Admin, teachers **Title I:** 2.4 **Funding Sources:** STEM based materials - 211 - Title I, Part A - $3,000, STEM based materials - 199 - State Compensatory Education (SCE) - $3,000		Dec	Mar	May	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: SBCISD/Frank Roberts Elementary School will increase student academic achievement for all student populations thereby closing academic and social-emotional gaps created by multiple factors to include COVID-19 by the conclusion of the 2022- 2023 school year.

Performance Objective 4: Students in Kinder to 5th grade will increase one grade level of Reading growth

    Evaluation Data Sources: Growth reports

Strategy 1 Details		Reviews			
Strategy 1: Will utilize previously purchased IRLA/ENIL books to enable students to read high interest leveled books at their reading level.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased amount of time student read at their independent level		**Dec**	**Mar**	**May**	**June**

Staff Responsible for Monitoring: Teachers
 	
    Title I:
    2.4
    Funding Sources: - 199 - State Compensatory Education (SCE) - $4,000					

Strategy 2 Details		Reviews			
Strategy 2: Implement phonics program with fidelity Kinder to 3rd grade		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improvement in Reading skills		**Dec**	**Mar**	**May**	**June**

Staff Responsible for Monitoring: Teachers, Principal
 	
    Title I:
    2.4					

Strategy 3 Details		Reviews			
Strategy 3: Purchase technology phonics program to use with Ipads in Pre-K to 2nd grade.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improvement in phonics skills.		**Dec**	**Mar**	**May**	**June**

Staff Responsible for Monitoring: teachers
 	
    Title I:
    2.4, 2.6
    Funding Sources: - 199 - State Bilingual/ESL - $7,100					

Strategy 4 Details	Reviews			

Strategy 4: Purchase library books to maintain our library current and provide our students with books at their readability and interest levels.
     Strategy's Expected Result/Impact: Increased time on independent reading.
     Staff Responsible for Monitoring: Librarian
 	
Title I:
2.4
	Formative			**Summative**

	Dec	**Mar**	**May**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: SBCISD/Frank Roberts Elementary School will increase student academic achievement for all student populations thereby closing academic and social-emotional gaps created by multiple factors to include COVID-19 by the conclusion of the 2022- 2023 school year.

Performance Objective 5: By June 2023, 70% of all students will meet the minimum standard in all areas of STAAR, and 30% of all students will Master Grade Level.

    Evaluation Data Sources: STAAR Reports for grade 3-5

Strategy 1 Details			Reviews		
Strategy 1: 1) Provide instructional materials, equipment, instructional support, technology hardware/software, and peripherals to facilitate academic improvement in content areas.		**Formative**			**Summative**
		Dec	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: 90% of all students will meet established standards n the state standards. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 **Funding Sources:** - 211 - Title I, Part A - $10,000					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: SBCISD/Frank Roberts Elementary School will increase student academic achievement for all student populations thereby closing academic and social-emotional gaps created by multiple factors to include COVID-19 by the conclusion of the 2022- 2023 school year.

Performance Objective 6: Students in PreKinder - 5th Grade will be recognized for outstanding effort in all areas of academics, behavior, and attendance. Students will receive incentives to foster continuation of great effort.

Evaluation Data Sources: Teacher input, report card, PEIMS data

Strategy 1 Details		Reviews			
Strategy 1: Students will receive incentives for academics, behavior, attendance, and participation in extracurricular activities.		**Formative**			**Summative**
		Dec	**Mar**	**May**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 2: SBCISD/Frank Roberts Elementary School will recruit, develop, and support effective teachers, principals, and other instructional staff through leadership preparatory training, ongoing coaching and mentoring supports, and competitive pay structures to increase our retention rate and reduce our turnover rate by 5 percent for the 2022-2023 school year.

Performance Objective 1: ESSA: Quality professional development will be provided to all instructional staff thus ensuring student success.

    Evaluation Data Sources: Staff development attendance, surveys, and feedback

Strategy 1 Details	Reviews			
Strategy 1: PLC grade level and vertical Team Meetings in all subject areas weekly in first semester and bi-weekly in second semester.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Collaborative planning and deeper understanding of student expectation taught **Staff Responsible for Monitoring:** Administration **Title I:** 2.4	Dec	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: Provide teachers, administrators, and instructional assistants training in Inclusion and Differentiated Instruction to meet the needs of special populations in the classroom	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased knowledge of successful instructional practices for Special Populations. **Staff Responsible for Monitoring:** Principal **Title I:** 2.6	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Professional development on TEKS Resource system from Region I, or other outside consultants on designated subject areas so that teachers can successfully utilize curriculum.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased knowledge of instructional practices **Staff Responsible for Monitoring:** Administration **Title I:** 2.4	Dec	Mar	May	June

Strategy 4 Details				Reviews			
Strategy 4: Administrators will attend professional development, conferences, training etc on topics to increase student performance, data analysis, etc.				**Formative**			**Summative**
				Dec	Mar	May	June

Strategy's Expected Result/Impact: Adult learning to positively impact campus performance
    Staff Responsible for Monitoring: Administration
 	
    Title I:
2.5							

Strategy 5 Details				Reviews			
Strategy 5: Teachers will attend professional development, conferences, training etc on topics to increase student performance, teaching strategies, data analysis, etc.				**Formative**			**Summative**
				Dec	Mar	May	June

Strategy's Expected Result/Impact: Adult learning to positively impact student performance.
    Staff Responsible for Monitoring: Administration, Teachers
 	
    Funding Sources: training on various instructional topics - 255 - Title II, Part A, TPTR - $250							

Strategy 6 Details				Reviews			
Strategy 6: All school staff to include professionals, teacher assistants, cafeteria employees and custodians will receive training on Bullying Prevention strategies. These strategies will concentrate on identifying, how to respond to, and reporting incidents of student bullying.				**Formative**			**Summative**
				Dec	Mar	May	June

Strategy's Expected Result/Impact: Student feeling safe at school.
    Staff Responsible for Monitoring: Counselor
 	
    Title I:
2.4							

Strategy 7 Details				Reviews			
Strategy 7: All school staff to include professionals, teacher assistants, cafeteria employees and custodians will receive training on Suicide Prevention strategies. These strategies will concentrate on identifying, how to respond to, and reporting incidents of student outcry of suicide.				**Formative**			**Summative**
				Dec	Mar	May	June

Strategy's Expected Result/Impact: Safe school
    Staff Responsible for Monitoring: Counselor
 	
    Title I:
2.4							

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 2: SBCISD/Frank Roberts Elementary School will recruit, develop, and support effective teachers, principals, and other instructional staff through leadership preparatory training, ongoing coaching and mentoring supports, and competitive pay structures to increase our retention rate and reduce our turnover rate by 5 percent for the 2022-2023 school year.

Performance Objective 2: ESSA: 100% of all teachers will meet state requirements for certification in area being taught.

    Evaluation Data Sources: SBEC Certification Records

Strategy 1 Details		Reviews			
Strategy 1: Follow district guidelines for hiring to ensure all teachers meet state requirements for certification in area teaching.		**Formative**			**Summative**
Strategy's Expected Result/Impact: High quality teachers **Staff Responsible for Monitoring:** Administration **Title I:** 2.6		Dec	Mar	May	June

Strategy 2 Details		Reviews			
Strategy 2: Teachers with current GT students in their classroom will meet the 30 hour GT professional development requirement and/or the 6 hour GT update requirement		**Formative**			**Summative**
Strategy's Expected Result/Impact: GT students receive high quality instruction to meet their needs. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.4		Dec	Mar	May	June

Strategy 3 Details		Reviews			
Strategy 3: Teachers who teach bilingual students will attend training required as per district initiatives.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved instruction for Bilingual classrooms. Meeting needs of Bilingual students. **Staff Responsible for Monitoring:** LPAC Coordinator **Title I:** 2.4		Dec	Mar	May	June

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: SBCISD/Frank Roberts Elementary School will recruit, develop, and support effective teachers, principals, and other instructional staff through leadership preparatory training, ongoing coaching and mentoring supports, and competitive pay structures to increase our retention rate and reduce our turnover rate by 5 percent for the 2022-2023 school year.

Performance Objective 3: Teachers will be provided the technology tools needed to improve and enhance student success.

Evaluation Data Sources: Teacher surveys

Strategy 1 Details	Reviews			
Strategy 1: Ipads will be purchased for all teachers to allow for untethered instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student engagement and performance	**Dec**	**Mar**	**May**	**June**
Staff Responsible for Monitoring: Administration				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: SBCISD/Frank Roberts Elementary School will recruit, develop, and support effective teachers, principals, and other instructional staff through leadership preparatory training, ongoing coaching and mentoring supports, and competitive pay structures to increase our retention rate and reduce our turnover rate by 5 percent for the 2022-2023 school year.

Performance Objective 4: Frank Roberts Elementary will recognize positive contributions of staff and provide awards of appreciation.

Strategy 1 Details	Reviews			
Strategy 1: Frank Roberts Elementary Staff will be acknowledged and rewarded for their contributions to improving the campus culture.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**June**
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Goal 3: SBCISD/Frank Roberts Elementary School will provide engaging academic, CTE and extra-curricular programs to prepare 100% of its students to graduate college, career, or military ready.

Performance Objective 1: ESSA: By June 2023, 90% of all students will make significant progress towards meeting college-ready requirements.

    Evaluation Data Sources: TELPAS scores, STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: Purchase headsets for use with computers during TELPAS testing, Istation, Imagine Learning, and other district provided online platforms.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Improved testing results.
     Staff Responsible for Monitoring: Admin
 	
     Title I:
 2.4
     Funding Sources: - 199 - State Compensatory Education (SCE) - $1,200
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: Purchase dictionaries for a 1 to 1 ratio for every 3rd to 5th grade student.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase in STAAR and TELPAS scores
     Staff Responsible for Monitoring: Principal
 	
     Title I:
 2.6
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Purchase Interactive projectors to help teachers incorporate activities that will foster student collaboration and interactive learning	**Formative**			**Summative**

Strategy's Expected Result/Impact: Enhance academic opportunities.
     Staff Responsible for Monitoring: Admin
 	
     Title I:
 2.4
	Dec	Mar	May	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: SBCISD/Frank Roberts Elementary School will provide engaging academic, CTE and extra-curricular programs to prepare 100% of its students to graduate college, career, or military ready.

Performance Objective 2: ESSA: Develop College and Career readiness skills through project based learning activities for all students in grades PK-12.

    Evaluation Data Sources: Lesson Plans, Post-secondary Readiness assessments

Strategy 1 Details	Reviews			
Strategy 1: Students will complete 1 project based learning activity for the 2020-2021 school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: work collaboratively to solve a problem, develop problem solving skills	**Dec**	**Mar**	**May**	**June**
Staff Responsible for Monitoring: Administration, Teachers				
Title I: 2.5				

Strategy 2 Details	Reviews			
Strategy 2: Utilize project based learning in science to engage students in hands-on activities, projects, and problems; empower them to solve real-world challenges.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Students will develop problem solving skills				
Staff Responsible for Monitoring: Teachers, Administration				
Title I: 2.5				

Strategy 3 Details	Reviews			
Strategy 3: GT students will receive enhanced academic opportunities and will work in collaborative groups or individually to complete a project using the Texas Performance Standards and that meets the Texas State Plan for the Education of Gifted Studens	**Formative**			**Summative**
	Dec	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Enhanced academic opportunities for GT students				
Staff Responsible for Monitoring: Counselor				
Title I: 2.5 **Funding Sources:** Purchase supplies needed to complete projects - 199 - State Gifted and Talented (G/T) - 199-11-6399-00-109-8-21-A - $200				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: SBCISD/Frank Roberts Elementary School will provide engaging academic, CTE and extra-curricular programs to prepare 100% of its students to graduate college, career, or military ready.

Performance Objective 3: Implement strategies that promote effective and efficient student support services that will maintain student attendance above 97%

    Evaluation Data Sources: daily attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Daily contact with parents of students who are absent. Phone calls will be made before 9:00 a.m. to encourage parents to bring students to school that are healthy and able to attend.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student attendance	**Dec**	**Mar**	**May**	**June**
Staff Responsible for Monitoring: Parental Involvement Liaison, Communities In School Caseworker, PEIMS clerk **Title I:** 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Provide incentives and celebrations to students who have perfect attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student attendance and parent participation.	**Dec**	**Mar**	**May**	**June**
Staff Responsible for Monitoring: Administration, PEIMS clerk, counselor **Title I:** 2.5, 2.6 **Funding Sources:** Ribbons, incentives, etc - 199 - General Fund - $300				

Strategy 3 Details	Reviews			
Strategy 3: Attendance Review Committee will contact parents of students who are in danger of not meeting attendance requirement at end of year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved attendance for students with chronic attendance issues.	**Dec**	**Mar**	**May**	**June**
Staff Responsible for Monitoring: PEIMS, Admin, Parent Liaison **Title I:** 4.1				

Strategy 4 Details	Reviews			
Strategy 4: Attendance Review Committee will meet with parents during start of second semester to formally advise parents of students in danger of not meeting attendance requirement at end of year. **Strategy's Expected Result/Impact:** Improved attendance for students with chronic attendance issues. **Staff Responsible for Monitoring:** PEIMS, Parent Liaison, Administration **Title I:** 4.1	**Formative**			**Summative**
	Dec	Mar	May	June

0% No Progress   100% Accomplished   Continue/Modify   ✗ Discontinue

Goal 3: SBCISD/Frank Roberts Elementary School will provide engaging academic, CTE and extra-curricular programs to prepare 100% of its students to graduate college, career, or military ready.

Performance Objective 4: Students will be given opportunities and exposure to CATE career pathways through media and news broadcast station classes to help develop leadership and communication skills.

Strategy 1 Details	Reviews			
Strategy 1: Frank Roberts will create a broadcast station where students can demonstrate leadership and communication skills.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**June**
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue				

Goal 4: SBCISD/Frank Roberts Elementary School will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

Performance Objective 1: 100% of students will receive daily positive messages through character education and inspirational stories. Students will be encouraged to do well in school and in their daily lives.

    Evaluation Data Sources: # of discipline referrals

Strategy 1 Details	Reviews			
Strategy 1: 100% of students will receive daily positive messages read over the public address system. These messages will provide students with character lessons and inspiration and will encourage them to do well in school and daily lives.	**Formative**			**Summative**
	Dec	Mar	May	June
Strategy's Expected Result/Impact: Positive Self Esteem and Outlook towards School, Home and Self Better Behavior Develop Social Skills **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor **Title I:** 2.5				

Strategy 2 Details	Reviews			
Strategy 2: School Counselor will utilize lessons and activities to promote character education during weekly counseling classes. Strategies learned will promote students to interact with fellow students in a positive manner, working together to accomplish goals, and problem solve.	**Formative**			**Summative**
	Dec	Mar	May	June
Strategy's Expected Result/Impact: Maintain a safe and positive learning environment **Staff Responsible for Monitoring:** counselor **Title I:** 2.5				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: SBCISD/Frank Roberts Elementary School will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

Performance Objective 2: 100% of school staff will utilize Positive Behavior Intervention Support (PBIS) campus model to enhance academic and social behavior outcomes for all students.

Evaluation Data Sources: Campus PBIS manual, # of discipline referrals

Strategy 1 Details	Reviews			
Strategy 1: Campus Leadership Team will review and make adjustments to campus PBIS manual	**Formative**			**Summative**
Strategy's Expected Result/Impact: Maintain a safe and positive learning environment.	**Dec**	**Mar**	**May**	**June**
Staff Responsible for Monitoring: Campus Leadership Team **Title I:** 2.5				

Strategy 2 Details	Reviews			
Strategy 2: Select staff will attend social-emotional learning staff development.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved behavior strategies by administration and counselor to discover the root cause of the disruptive behavior by the student.	**Dec**	**Mar**	**May**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.5				

Strategy 3 Details	Reviews			
Strategy 3: Recognize positive behavior every six weeks to encourage students to behave appropriately in the classroom and in all school settings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased positive behavior in the classroom and school setting.	**Dec**	**Mar**	**May**	**June**
Staff Responsible for Monitoring: Counselor RTI teachers Assistant Principal Principal **Title I:** 2.5				

Strategy 4 Details	Reviews			
Strategy 4: Purchase materials for use in the Counseling classroom to provide students character and counseling education.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased positive behavior in the classroom and school setting. **Staff Responsible for Monitoring:** Counselor	**Dec**	**Mar**	**May**	**June**
Title I: 2.5				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: SBCISD/Frank Roberts Elementary School will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

Performance Objective 3: 100% of students will participate in a safe school conducive to learning.

    Evaluation Data Sources: Campus Nurse, Nurse Supplies, Nurse Services, Police Officer, Safety drills, Safety protocols

Strategy 1 Details	Reviews			

Strategy 1: 1. The nurse will provide nursing services when medical incidents occur or when medical attention is needed for Frank Roberts students.
    Strategy's Expected Result/Impact: Safe School and Healthy Environment
    Staff Responsible for Monitoring: Nurse
 	
Title I:
2.6
	Formative			**Summative**

	Dec	**Mar**	**May**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 4: SBCISD/Frank Roberts Elementary School will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

Performance Objective 4: Frank Roberts Elementary will have access to the latest technology to insure student safety.

Evaluation Data Sources: Administrators

Strategy 1 Details	Reviews			
Strategy 1: Frank Roberts Elementary will purchase radios, safety vests, and bull horns (megaphones to insure student safety.	**Formative**			**Summative**
	Dec	Mar	May	June
Title I: 2.4				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 4: SBCISD/Frank Roberts Elementary School will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

Performance Objective 5: 100% of students will be recognized with incentives for academics, behavior, and attendance.

Evaluation Data Sources: PEIMS for attendance, teacher input, progress reports, report cards, CFAs

Strategy 1 Details		Reviews			
Strategy 1: Incentives will be purchased for attendance, behavior, and academics.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved attendance, behavior, and academic student performance. **Staff Responsible for Monitoring:** Administration		**Dec**	**Mar**	**May**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: SBCISD/Frank Roberts Elementary School will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

Performance Objective 6: 100% of staff will work in a safe school.

Strategy 1 Details		Reviews			
Strategy 1: Staff with the responsibility of receiving students before school and loading students after school will be equipped with the proper attire needed for inclement weather for their safety.		**Formative**			**Summative**
		Dec	**Mar**	**May**	**June**
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Goal 5: SBCISD/Frank Roberts Elementary School will increase collaboration and engagement with parents, families, and the community to ensure all students receive a gold standard education by the end of the 2022-2023 school year.

Performance Objective 1: Parental involvement will increase by 20% by June of 2023

    Evaluation Data Sources: parental center logs, sign in sheets, school messenger logs, memos, etc.

Strategy 1 Details		Reviews			
Strategy 1: Maintain Parental Involvement center every Monday on a weekly basis.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved attendance of parents in the center.		**Dec**	**Mar**	**May**	**June**

Staff Responsible for Monitoring: Parental Involvement Liaison, Principal
 	
    Title I:
    4.2					

Strategy 2 Details		Reviews			
Strategy 2: Daily contact with parents of students who are absent. Phone calls will be made before 9:00 a.m. to encourage parents to bring students to school that are healthy and able to attend.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased attendance of students.		**Dec**	**Mar**	**May**	**June**

Staff Responsible for Monitoring: Parental Involvement Liaison, Communities In School Caseworker, PEIMS clerk
 	
    Title I:
    4.1					

Strategy 3 Details		Reviews			
Strategy 3: Activities will be planned to encourage parents to visit the school and interact with their child and teachers. Activities will include Meet the Teacher, Luncheons, Parent/Teacher conferences, School Plays, recitals, etc.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent participation in school and Increased student performance.		**Dec**	**Mar**	**May**	**June**

Staff Responsible for Monitoring: Administration, Teachers
 	
    Title I:
    4.2					

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Calendar committee will be created to develop a calendar of activities for the month. The calendar will be sent home at the beginning of the month to maintain communication with parent of upcoming school activities.	**Dec**	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: increased parent participation in school events **Staff Responsible for Monitoring:** Calendar committee comprised of teachers and hourly staff **Title I:** 4.1				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 5: SBCISD/Frank Roberts Elementary School will increase collaboration and engagement with parents, families, and the community to ensure all students receive a gold standard education by the end of the 2022-2023 school year.

Performance Objective 2: 100% teacher-parent communication by June of 2023

   Evaluation Data Sources: Teacher-parent communication logs, sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Utilize Class Dojo, School Messenger, phone calls, FRE Facebook page, and the FRE campus page to communicate with parents.	Formative			Summative
Strategy's Expected Result/Impact: Improved attendance, behavior, and academic student performance **Staff Responsible for Monitoring:** Teachers and administration	Dec	Mar	May	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 6: SBCISD/Frank Roberts Elementary School will provide a safe, clean environment for all employees, students and visitors conducive to learning with a continuum of educational services.

Performance Objective 1: All students, staff, and community members will feel safe working and visiting Frank Roberts Elementary.

Strategy 1 Details			Reviews			
Strategy 1: 100% of ESSER funds will used to purchase all COVID-19 related needs.			**Formative**			**Summative**
			Dec	**Mar**	**May**	**June**
0% No Progress	100% Accomplished	Continue/Modify	Discontinue			

Campus Funding Summary

			199 - State Compensatory Education (SCE)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	Science materials for labs		$3,200.00
1	3	3	STEM based materials		$3,000.00
1	4	1			$4,000.00
3	1	1			$1,200.00
				Sub-Total	$11,400.00
			199 - General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	11			$1,000.00
3	3	2	Ribbons, incentives, etc		$300.00
				Sub-Total	$1,300.00
			199 - State Bilingual/ESL		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	3			$7,100.00
				Sub-Total	$7,100.00
			211 - Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Purchase STAAR4WARD from Lead4ward		$2,500.00
1	1	2			$0.00
1	1	8	Lead4ward TEKS guides		$2,200.00
1	3	3	STEM based materials		$3,000.00
1	5	1			$10,000.00
				Sub-Total	$17,700.00
			255 - Title II, Part A, TPTR		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	5	training on various instructional topics		$250.00
				Sub-Total	$250.00

199 - State Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3	Purchase supplies needed to complete projects	199-11-6399-00-109-8-21-A	$200.00
				Sub-Total	$200.00