

San Benito Consolidated Independent School District



Frank Roberts Elementary School

Accountability Rating: B

Distinction Designation:

Top 25 Percent: Comparative Academic Growth, Top 25
Percent: Comparative Closing the Gaps

2025-2026 Campus Improvement Plan

Mission Statement

Frank Roberts Elementary empowers every student to reach their fullest potential and be prepared for college, career, and/or service.

Vision

Empowering all students to achieve excellence today and succeed in the world tomorrow.

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

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 Safety 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 assessments 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 committed 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 students 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

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 additional service to students and parents.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Inconsistent student attendance is partly due to limited family engagement and communication regarding the importance of daily attendance and how to overcome barriers such as transportation or scheduling challenges.	The school has not implemented a structured, ongoing system for communicating attendance expectations, providing resources, and engaging parents through workshops or supports that address attendance-related barriers.
2 ★	Family attendance and participation in school events is inconsistent, which reduces opportunities for engagement, collaboration, and shared responsibility for student success.	School events have not consistently provided flexible scheduling options or meaningful incentives, such as raffles or certificates, to make participation accessible and appealing for all families.

★ = Priority

Student Learning

Summary

1. FOCUS AREA: MATH

Our school is reviewing proficiency in *MATH* over three years, comparing grade levels and the state average.

	2022 – 2023	2023 – 2024	2024 - 2025	District Average %	State Average %
3 rd	43%	41%	40%	72%	70%
4 th		39%	57%	72%	68%
5 th		69%	66%	81%	73%

3rd Grade

Trend: Steady decline (43% → 41% → 40%) over three years.

Performance Gap: 32 points below district average (72%) and 30 points below state average (70%).

Interpretation: Persistent low performance signals foundational skill gaps, lack of instructional effectiveness, or inadequate intervention strategies early in the pipeline.

4th Grade

Trend: Growth from 39% (2023–2024) to 57% (2024–2025), a **+18 point increase**.

Performance Gap: Still 15 points below district and 11 below state averages.

Interpretation: Targeted efforts may be starting to show results; however, the cohort remains behind expected proficiency levels.

5th Grade

Trend: Minor decline from 69% to 66% (2024–2025), but overall steady and higher-performing.

Performance Gap: Closer to both district (81%) and state (73%) averages.

Interpretation: Stronger instruction and interventions in upper elementary, but potential need to address regression or cohort transition issues.

2. FOCUS AREA: EXTENDED CONSTRUCTIVE RESPONSE

Our school is reviewing proficiency in *Extended Constructive Response* over three years, comparing the average number of **points earned out of a possible 10 points**.

	2022 – 2023	2023 – 2024	2024 - 2025	2024 - 2025 District Average	2024 - 2025 State Average
3 rd	0.72	0.66	0.66	2.09	2.09
4 th	1.76	1.5	2.27	4.13	3.2
5 th	1.83	1.31	1.47	3.05	2.9

Our school is reviewing proficiency in **Extended Constructive Response over three years**, comparing the average percent correct.

	2022 – 2023	2023 – 2024	2024 - 2025	2024 - 2025 District Average	2024 - State A
3 rd	24%	30%	27%	43%	45%
4 th	34%	30%	48%	56%	52%
5 th	37%	41%	40%	52%	53%

Extended Constructive Response (ECR) Performance Trends 3rd Grade

- **Consistent underperformance:** Scores have remained flat over three years, with an average of **~0.66 points out of 10** in the last two years.
- **Minimal growth in percent correct:** Small increase from **24% to 30%** (2023–2024), then a **drop to 27%** (2024–2025).
- **Performance gap widening:** District and state averages are **3x higher** than campus performance.

Trend: Stagnation in ECR performance with no significant growth over time.

4th Grade

- **Initial decline**, followed by strong growth:
 - Drop in points earned from **1.76 to 1.5**, then increase to **2.27**.
 - Percent correct improved significantly in 2024–2025 from **30% to 48%**.
- **Still below district/state**, but **closing the gap**.

Trend: Positive upward trend in 2024–2025 after a previous dip; shows **effective instructional adjustments** may be working.

5th Grade

- **Decline over three years:**
 - Points dropped from **1.83 → 1.31 → 1.47**.
 - Slight recovery in 2024–2025 but still low.
- **Consistently below district and state**.

Trend: Overall **declining trend** with **low proficiency** and no sustained growth.

Overall School-Wide Trends

- **Systemic underperformance** in ECR across all tested grades.
- **Wide performance gap** between Frank Roberts and both district and state levels.
- **Only 4th grade** has shown meaningful growth; other grades are flat or declining.
- Suggests issues with:
 - Vertical alignment in writing instruction
 - Scaffolding of writing skills over time
 - Instructional rigor and opportunities for constructed response practice

Summary of Trends – Extended Constructive Response (ECR)

- **3rd Grade:** Performance has remained **flat and significantly below** district and state averages over the past three years, indicating **no growth** in writing proficiency.
- **4th Grade:** After a dip in 2023–2024, scores showed a **notable increase in 2024–2025**, suggesting **positive momentum and potential impact of instructional changes**.
- **5th Grade:** Performance has shown an **overall decline** across three years, with a slight recovery in the most recent year. However, scores remain **well below expectations**.
- **School-Wide:** ECR performance is **consistently below district and state averages** across all grade levels. Only 4th grade shows signs of improvement, highlighting a need for **systemic instructional support, vertical alignment, and targeted writing interventions**.

Strengths

MATH

5th Grade Achievement

Performing closer to district/state averages (66% vs. 81%/73%).

Indicates strong instructional practices and test readiness.

Significant Growth in 4th Grade

18-point gain in one year (39% → 57%).

Suggests successful implementation of interventions and/or improved teacher effectiveness.

Responsiveness to Data

Improvement in 4th grade demonstrates the campus's ability to adjust instruction based on performance feedback.

Strengths in ECR Performance

1. 4th Grade Growth in 2024–2025

- Increased from **1.5 to 2.27 points** and from **30% to 48% correct**.
- Indicates that **instructional practices, interventions, or curriculum adjustments** implemented in 4th grade were effective.

2. Evidence of Responsiveness to Instructional Adjustments

- The rebound in 4th grade performance suggests **staff are responsive to data** and willing to adjust instructional strategies to support student growth.

3. Data-Informed Decision-Making Opportunity

- The three-year trend data highlights specific grade levels and years where change occurred, providing a clear foundation for **targeted planning and replication of success** across other grades.

4. Consistency in Data Collection

- The availability of year-over-year performance metrics allows the campus to **track longitudinal trends**, which is a valua

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1

Across Grades: Inconsistent vertical alignment and possible gaps in foundational skills from early grades.

Insufficient collaboration across grade levels, especially between lower and upper elementary. Lack of a cohesive instructional framework or shared academic language across grade levels. No systematic skill-building progression or spiral review plan to reinforce prior learning. Inconsistent use of data to inform instruction and identify trends in learning gaps over time.

2

Schoolwide Writing Proficiency Gap Over the past three years, Frank Roberts Elementary has consistently scored below both district and state averages in Extended Constructive Response (ECR) performance across all grade levels, indicating a schoolwide gap in students' ability to respond to open-ended writing tasks with clarity, organization, and textual evidence.

Inconsistent or insufficient explicit instruction in writing across grade levels. Lack of vertical alignment in writing expectations and instructional strategies. Limited use of high-quality exemplars and rubrics to model proficient responses.

3

Stagnation in 3rd Grade ECR Performance 3rd grade students have shown little to no improvement in ECR performance for three consecutive years, with average scores remaining below 1 point out of 10 and significantly below district/state averages. This trend suggests that foundational writing and comprehension skills are not being developed or reinforced effectively in early grades.

Lack of foundational writing skills in early grades (K-2). Insufficient scaffolding from constructed to extended responses. Limited use of structured sentence stems, graphic organizers, and writing frames. Inexperienced teachers or lack of targeted coaching in early STAAR-tested writing.

4

Decline in 5th Grade Writing Proficiency Despite instructional time and exposure, 5th grade ECR performance has declined over three years, with only a slight improvement in 2024-2025. Students are not demonstrating sustained writing growth, indicating a breakdown in vertical alignment and skill retention from prior grade levels.

Skills not retained from prior grades due to inconsistent vertical alignment. Low writing stamina and limited exposure to multi-paragraph writing. Lack of rigorous revision and editing practices in upper grades. Missed opportunities for integrating writing in science and social studies.

5

Inconsistent Instructional Impact Across Grade Levels While 4th grade showed meaningful growth in the most recent year, 3rd and 5th grades did not experience similar gains. This inconsistency points to a lack of cohesive instructional planning, progress monitoring, and vertical alignment in writing instruction across the grade levels.

Grade-level teams operating in silos without shared writing expectations. Lack of vertical planning and communication between teams. Inconsistent use of data to drive writing instruction and interventions.

6



At Frank Roberts Elementary, student performance data indicates that not all learners are meeting grade-level expectations across core content areas. Whole-group instruction alone has not been sufficient to close achievement gaps, particularly for students performing below grade level. Without intentional, data-driven small-group instruction, students risk continuing to struggle with foundational

Instructional practices have primarily emphasized whole-group delivery, limiting opportunities to consistently use formative assessment data to identify individual learning gaps and provide targeted, differentiated support. As a result, struggling students are not consistently receiving the small-group, skill-specific instruction necessary to accelerate their progress.

7



Problem Statement: A significant percentage of students at Frank Roberts Elementary are not consistently meeting or exceeding expected growth in Reading and Math as measured by district/state assessments, indicating gaps in foundational skills and the need for more personalized, data-driven instructional approaches.

Instructional practices have not been consistently differentiated to address the diverse academic needs of students. While whole-group instruction is provided, limited implementation of targeted small-group instruction and progress monitoring has resulted in some students' learning gaps persisting without timely intervention.

8



A significant portion of students are not meeting expected growth on district and state academic measures. Without consistent data-driven analysis and collaboration among grade-level teams, instructional planning may not address individual or group learning gaps effectively, limiting student achievement.

Grade-level teams do not consistently analyze CFA and progress monitoring data or use the results to adjust instruction, reducing the effectiveness of teaching strategies and interventions.

9



A significant number of students are not consistently meeting expected growth on district and state assessments. Without targeted interventions, enrichment opportunities, and small-group instruction, some students continue to struggle, limiting their academic progress and overall achievement.

The campus lacks a systematic approach to providing differentiated interventions and enrichment through small-group instruction, RTI, and accelerated learning, preventing all students from receiving the tailored support needed to meet or exceed growth expectations.

= Priority

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.

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 document 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

Root Cause

1
★

While assessments are conducted, progress monitoring is inconsistent, limiting teachers' ability to identify learning gaps and adjust instruction in real time. Without timely data analysis, instruction becomes reactive, slowing student growth and widening achievement gaps.

Teachers do not have a consistent system or schedule for analyzing the resulting data. Limited time, lack of structured protocols, and insufficient professional development on data-driven instruction prevent timely identification of student learning gaps and the adjustment of instruction to address them.

2
★

Staff participation in professional development and PLCs is inconsistent, and not all teachers are implementing strategies aligned to district initiatives, TEKS, or identified campus needs. This limits opportunities for instructional growth and reduces the overall impact of professional development on student learning outcomes.

Professional development has not been consistently differentiated to address individual teacher needs, current classroom practices, and campus priorities. As a result, some staff do not see the relevance or have the support needed to apply new strategies effectively in their classrooms.

3
★

Staff do not consistently have structured opportunities to observe one another and provide feedback, limiting collaborative professional growth and the implementation of effective instructional strategies. Without a systematic peer coaching and learning walk system, teachers may miss opportunities to refine practices and improve student learning outcomes.

The campus lacks a formalized system for peer observation and feedback, including schedules, protocols, and training to guide meaningful coaching. This prevents staff from engaging in consistent, collaborative professional development that targets classroom improvement.

4
★

Staff do not consistently meet all district, state, and federal compliance requirements, including attendance tracking, assessments, special programs, and documentation. Without routine checkpoints and administrative support, compliance errors or delays may occur, putting the campus at risk for audits and reducing operational efficiency.

There is no systematic process for monitoring compliance, including clear timelines, reminders, and structured administrative support, which results in inconsistent adherence to required procedures.

5

Student achievement in Reading and Math is inconsistent because instructional adjustments are not always made in a timely manner due to limited and inconsistent use of progress monitoring and data analysis.

Teachers do not have a consistent system for conducting weekly or biweekly assessments, analyzing results, and using the data to make immediate instructional adjustments. This has resulted in delayed identification of student learning gaps and missed opportunities for targeted support.

6
★

Staff do not consistently complete attendance, RtI, ARD, and assessment documentation accurately, which can lead to noncompliance with district, state, and federal requirements. Without ongoing training and monitoring, errors may persist, impacting accountability and student support services.

Staff have not received sufficient ongoing training or consistent monitoring to ensure accurate completion of required documentation, resulting in gaps in compliance and understanding of procedures.

7

Students and families have limited access to meaningful College, Career, and Military Readiness (CCMR) experiences embedded in schoolwide events, resulting in fewer connections between academic learning and real-world applications.

Schoolwide events such as Career Day, Family Literacy Night, and STEM Night have not been consistently designed to integrate CCMR activities, resources, and professional interactions that highlight postsecondary opportunities.

8

Student attendance rates are below the desired threshold, limiting instructional time and reducing opportunities for students to achieve academic growth.

There are insufficient, consistent, and motivating systems in place to recognize and reward positive attendance, leading to decreased student motivation to attend school daily.

9
★

Staff confidence and consistency in responding to emergencies are limited, which may affect student safety and the effectiveness of crisis response on campus.

The school has not provided regular, structured professional development opportunities for staff focused on safety protocols, first aid, crisis response, and classroom management during emergencies.

10
★

Staff and leadership do not consistently have access to clear and detailed information regarding budget allocations and expenditures. Without transparent reporting and communication, it is difficult to ensure that resources are distributed equitably and aligned with campus priorities.

The campus lacks a systematic process for developing, sharing, and reviewing detailed budget summaries with staff and leadership each semester, limiting transparency and informed decision-making.

11
★

Budget monitoring and review processes are not consistently conducted, which can lead to misaligned or inequitable resource allocations and untracked expenditures. Without regular reviews, the campus risks inefficiencies, discrepancies, and decisions that do not fully support instructional and operational priorities.

The campus lacks a systematic process for conducting quarterly budget reviews, including protocols for monitoring spending, identifying discrepancies, and adjusting allocations in a timely manner.

12
★

Staff do not consistently follow standardized procedures for purchase requests which can result in delayed, inaccurate, or noncompliant financial reporting. Without standardized forms and digital tracking, the campus risks errors and inefficiencies that compromise compliance with district, state, and federal financial requirements.

The campus lacks a uniform system, including standardized forms and digital tracking, for managing purchase requests and reimbursements, leading to inconsistent adherence to required financial procedures.

13
★

Financial compliance is not consistently verified on a regular basis, which can lead to errors, delayed reporting, and potential noncompliance with district, state, and federal financial regulations. Without routine internal audits, discrepancies may go unnoticed, risking inefficiencies and regulatory issues.

The campus lacks a structured system for conducting monthly internal audits to monitor and verify compliance with financial procedures, limiting the ability to identify and correct errors proactively.

14
★

Resources such as materials, technology, and support personnel are not always equitably allocated across grade levels and programs. Without systematically identifying resource gaps through staff input, some students and teachers may not receive the support they need to maximize learning outcomes.

The campus does not have a structured process, including teacher surveys and data analysis, to identify and address resource gaps, resulting in uneven distribution of materials, technology, and support personnel.

15
★

Resource allocation is not consistently monitored throughout the year, which can result in some grade levels or programs receiving insufficient materials, technology, or support personnel. Without mid-year adjustments based on data and teacher feedback, inequities may persist, limiting staff effectiveness and student learning opportunities.

The campus lacks a systematic process for ongoing monitoring and adjustment of resource allocations, preventing timely responses to changing needs and contributing to uneven distribution of materials, technology, and support personnel.

16
★

Shared equipment is not consistently used or maintained according to standardized procedures, leading to frequent malfunctions, downtime, and increased replacement costs. Without a campus-wide protocol for equipment care and usage, operational efficiency and the long-term sustainability of resources are compromised.

The campus lacks a formal system, including step-by-step procedures, training, and posted guidelines, to ensure proper use and maintenance of shared equipment, resulting in inconsistent practices and accelerated wear and tear.

17
★

High-use equipment is not consistently scheduled or tracked, leading to conflicts, overuse, and uneven access for staff. Without a shared scheduling system, operational efficiency is reduced, equipment may be misused, and equitable access for all grade levels and programs is not guaranteed.

The campus lacks a structured system for scheduling and monitoring the use of high-demand equipment, resulting in inconsistent access, overuse, and inefficiencies in resource management.

18
★

Students and families have limited access to meaningful College, Career, and Military Readiness (CCMR) experiences embedded in schoolwide events, resulting in fewer connections between academic learning and real-world applications.

Schoolwide events such as Career Day, Family Literacy Night, and STEM Night have not been consistently designed to integrate CCMR activities, resources, and professional interactions that highlight postsecondary opportunities.

19
★

Student attendance rates are below the desired threshold, limiting instructional time and reducing opportunities for students to achieve academic growth.

There are insufficient, consistent, and motivating systems in place to recognize and reward positive attendance, leading to decreased student motivation to attend school daily.

20
★

The school has limited structured partnerships with local businesses, nonprofits, and civic organizations, resulting in fewer opportunities for student enrichment, mentoring, and resource support.

There has not been a consistent process in place to actively reach out and collaborate with community organizations for sponsorships, mentoring, and volunteer initiatives that could strengthen student learning and engagement.

★ = Priority

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

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

Root Cause

1
★

Staff satisfaction surveys indicate lower levels of recognition, communication, and support. Without a structured system to acknowledge staff achievements in instruction, collaboration, and student support, morale may remain low, which can impact engagement, teamwork, and overall campus climate.

The campus lacks a consistent and systematic staff recognition program, resulting in staff feeling underappreciated and less supported in their daily work and contributions.

2
★

Staff satisfaction surveys show lower levels of support and collaboration, particularly among new or struggling teachers. Without a structured mentorship program, these staff members may lack guidance and opportunities to improve instructional practices, which can negatively affect morale, retention, and overall campus culture.

The campus does not have a formal mentorship system to pair new or struggling teachers with experienced mentors, limiting access to guidance, support, and collaborative problem-solving.

3
★

Students have limited exposure to diverse career pathways and postsecondary opportunities, which reduces their awareness of how current academic achievement connects to future success.

The school has not consistently provided structured opportunities, such as guest speakers and career panels, for students to engage with professionals, college representatives, or military personnel who can share real-world experiences and educational pathways.

4
★

Some families are not consistently informed about school expectations, events, and resources, leading to gaps in engagement and support for student success.

The school does not have a fully coordinated system for using multiple communication platforms--such as email newsletters, automated calls, social media, and the school website--to ensure timely, accessible, and consistent outreach to all parents.

5
★

The school lacks consistent feedback from families on the effectiveness of communication methods, which may result in some parents feeling uninformed or disconnected from school initiatives.

There is no structured system, such as parent focus groups or FACE volunteer input, to gather and use family perspectives to refine communication practices.

6
★

Community and business partners may feel under-recognized, which can limit sustained collaboration and reduce opportunities to strengthen community-school relationships.

The school does not have a consistent system for publicly highlighting partnerships through newsletters, social media, and school events to celebrate contributions and foster community pride.

7
★

School achievements, student successes, and upcoming events are not consistently shared with the broader community, which can limit school pride, stakeholder engagement, and positive perceptions of the campus.

The school lacks a systematic approach for using social media and online news outlets to regularly highlight accomplishments and promote events.

8
★

The school's presence on social media is limited or inconsistent, reducing opportunities to showcase student learning, classroom innovation, and school culture to families and the broader community.


There is no structured plan in place to maintain active weekly social media updates that highlight student projects, classroom activities, and school events.

9
★

Family engagement in school events and activities is not as strong as desired, limiting collaboration between home and school to support student success.

Invitations to events are often delivered through general announcements rather than personal outreach, which can make families feel less connected or welcomed.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

At Frank Roberts Elementary, student performance data indicates that not all learners are meeting grade-level expectations across core content areas. Whole-group instruction alone has not been sufficient to close achievement gaps, particularly for students performing below grade level. Without intentional, data-driven small-group instruction, students risk continuing to struggle with foundational

Instructional practices have primarily emphasized whole-group delivery, limiting opportunities to consistently use formative assessment data to identify individual learning gaps and provide targeted, differentiated support. As a result, struggling students are not consistently receiving the small-group, skill-specific instruction necessary to accelerate their progress.

2
★

While assessments are conducted, progress monitoring is inconsistent, limiting teachers' ability to identify learning gaps and adjust instruction in real time. Without timely data analysis, instruction becomes reactive, slowing student growth and widening achievement gaps.

Teachers do not have a consistent system or schedule for analyzing the resulting data. Limited time, lack of structured protocols, and insufficient professional development on data-driven instruction prevent timely identification of student learning gaps and the adjustment of instruction to address them.

3
★

Staff participation in professional development and PLCs is inconsistent, and not all teachers are implementing strategies aligned to district initiatives, TEKS, or identified campus needs. This limits opportunities for instructional growth and reduces the overall impact of professional development on student learning outcomes.

Professional development has not been consistently differentiated to address individual teacher needs, current classroom practices, and campus priorities. As a result, some staff do not see the relevance or have the support needed to apply new strategies effectively in their classrooms.

4
★

Staff do not consistently have structured opportunities to observe one another and provide feedback, limiting collaborative professional growth and the implementation of effective instructional strategies. Without a systematic peer coaching and learning walk system, teachers may miss opportunities to refine practices and improve student learning outcomes.

The campus lacks a formalized system for peer observation and feedback, including schedules, protocols, and training to guide meaningful coaching. This prevents staff from engaging in consistent, collaborative professional development that targets classroom improvement.

5
★

Staff do not consistently meet all district, state, and federal compliance requirements, including attendance tracking, assessments, special programs, and documentation. Without routine checkpoints and administrative support, compliance errors or delays may occur, putting the campus at risk for audits and reducing operational efficiency.

There is no systematic process for monitoring compliance, including clear timelines, reminders, and structured administrative support, which results in inconsistent adherence to required procedures.

6
★

Staff do not consistently complete attendance, RtI, ARD, and assessment documentation accurately, which can lead to noncompliance with district, state, and federal requirements. Without ongoing training and monitoring, errors may persist, impacting accountability and student support services.

Staff have not received sufficient ongoing training or consistent monitoring to ensure accurate completion of required documentation, resulting in gaps in compliance and understanding of procedures.

7
★

Staff satisfaction surveys indicate lower levels of recognition, communication, and support. Without a structured system to acknowledge staff achievements in instruction, collaboration, and student support, morale may remain low, which can impact engagement, teamwork, and overall campus climate.

The campus lacks a consistent and systematic staff recognition program, resulting in staff feeling underappreciated and less supported in their daily work and contributions.

8
★

Staff satisfaction surveys show lower levels of support and collaboration, particularly among new or struggling teachers. Without a structured mentorship program, these staff members may lack guidance and opportunities to improve instructional practices, which can negatively affect morale, retention, and overall campus culture.

The campus does not have a formal mentorship system to pair new or struggling teachers with experienced mentors, limiting access to guidance, support, and collaborative problem-solving.

9
★

A significant portion of students are not meeting expected growth on district and state academic measures. Without consistent data-driven analysis and collaboration among grade-level teams, instructional planning may not address individual or group learning gaps effectively, limiting student achievement.

Grade-level teams do not consistently analyze CFA and progress monitoring data or use the results to adjust instruction, reducing the effectiveness of teaching strategies and interventions.

10
★

A significant number of students are not consistently meeting expected growth on district and state assessments. Without targeted interventions, enrichment opportunities, and small-group instruction, some students continue to struggle, limiting their academic progress and overall achievement.

The campus lacks a systematic approach to providing differentiated interventions and enrichment through small-group instruction, RTI, and accelerated learning, preventing all students from receiving the tailored support needed to meet or exceed growth expectations.

11
★

Staff and leadership do not consistently have access to clear and detailed information regarding budget allocations and expenditures. Without transparent reporting and communication, it is difficult to ensure that resources are distributed equitably and aligned with campus priorities.

The campus lacks a systematic process for developing, sharing, and reviewing detailed budget summaries with staff and leadership each semester, limiting transparency and informed decision-making.

12
★

Budget monitoring and review processes are not consistently conducted, which can lead to misaligned or inequitable resource allocations and untracked expenditures. Without regular reviews, the campus risks inefficiencies, discrepancies, and decisions that do not fully support instructional and operational priorities.

The campus lacks a systematic process for conducting quarterly budget reviews, including protocols for monitoring spending, identifying discrepancies, and adjusting allocations in a timely manner.

13
★

Staff do not consistently follow standardized procedures for purchase requests which can result in delayed, inaccurate, or noncompliant financial reporting. Without standardized forms and digital tracking, the campus risks errors and inefficiencies that compromise compliance with district, state, and federal financial requirements.

The campus lacks a uniform system, including standardized forms and digital tracking, for managing purchase requests and reimbursements, leading to inconsistent adherence to required financial procedures.

14
★

Financial compliance is not consistently verified on a regular basis, which can lead to errors, delayed reporting, and potential noncompliance with district, state, and federal financial regulations. Without routine internal audits, discrepancies may go unnoticed, risking inefficiencies and regulatory issues.

The campus lacks a structured system for conducting monthly internal audits to monitor and verify compliance with financial procedures, limiting the ability to identify and correct errors proactively.

15
★

Students have limited exposure to diverse career pathways and postsecondary opportunities, which reduces their awareness of how current academic achievement connects to future success.

The school has not consistently provided structured opportunities, such as guest speakers and career panels, for students to engage with professionals, college representatives, or military personnel who can share real-world experiences and educational pathways.

16
★

Resources such as materials, technology, and support personnel are not always equitably allocated across grade levels and programs. Without systematically identifying resource gaps through staff input, some students and teachers may not receive the support they need to maximize learning outcomes.

The campus does not have a structured process, including teacher surveys and data analysis, to identify and address resource gaps, resulting in uneven distribution of materials, technology, and support personnel.

17
★

Resource allocation is not consistently monitored throughout the year, which can result in some grade levels or programs receiving insufficient materials, technology, or support personnel. Without mid-year adjustments based on data and teacher feedback, inequities may persist, limiting staff effectiveness and student learning opportunities.

The campus lacks a systematic process for ongoing monitoring and adjustment of resource allocations, preventing timely responses to changing needs and contributing to uneven distribution of materials, technology, and support personnel.

18
★

Problem Statement: A significant percentage of students at Frank Roberts Elementary are not consistently meeting or exceeding expected growth in Reading and Math as measured by district/state assessments, indicating gaps in foundational skills and the need for more personalized, data-driven instructional approaches.

Instructional practices have not been consistently differentiated to address the diverse academic needs of students. While whole-group instruction is provided, limited implementation of targeted small-group instruction and progress monitoring has resulted in some students' learning gaps persisting without timely intervention.

19
★

Shared equipment is not consistently used or maintained according to standardized procedures, leading to frequent malfunctions, downtime, and increased replacement costs. Without a campus-wide protocol for equipment care and usage, operational efficiency and the long-term sustainability of resources are compromised.

The campus lacks a formal system, including step-by-step procedures, training, and posted guidelines, to ensure proper use and maintenance of shared equipment, resulting in inconsistent practices and accelerated wear and tear.

20
★

High-use equipment is not consistently scheduled or tracked, leading to conflicts, overuse, and uneven access for staff. Without a shared scheduling system, operational efficiency is reduced, equipment may be misused, and equitable access for all grade levels and programs is not guaranteed.

The campus lacks a structured system for scheduling and monitoring the use of high-demand equipment, resulting in inconsistent access, overuse, and inefficiencies in resource management.

21
★

Inconsistent student attendance is partly due to limited family engagement and communication regarding the importance of daily attendance and how to overcome barriers such as transportation or scheduling challenges.

The school has not implemented a structured, ongoing system for communicating attendance expectations, providing resources, and engaging parents through workshops or supports that address attendance-related barriers.

22
★

Students and families have limited access to meaningful College, Career, and Military Readiness (CCMR) experiences embedded in schoolwide events, resulting in fewer connections between academic learning and real-world applications.

Schoolwide events such as Career Day, Family Literacy Night, and STEM Night have not been consistently designed to integrate CCMR activities, resources, and professional interactions that highlight postsecondary opportunities.

23
★

Student attendance rates are below the desired threshold, limiting instructional time and reducing opportunities for students to achieve academic growth.

There are insufficient, consistent, and motivating systems in place to recognize and reward positive attendance, leading to decreased student motivation to attend school daily.

24
★

Staff confidence and consistency in responding to emergencies are limited, which may affect student safety and the effectiveness of crisis response on campus.

The school has not provided regular, structured professional development opportunities for staff focused on safety protocols, first aid, crisis response, and classroom management during emergencies.

25
★

Some families are not consistently informed about school expectations, events, and resources, leading to gaps in engagement and support for student success.

The school does not have a fully coordinated system for using multiple communication platforms--such as email newsletters, automated calls, social media, and the school website--to ensure timely, accessible, and consistent outreach to all parents.

26
★

The school lacks consistent feedback from families on the effectiveness of communication methods, which may result in some parents feeling uninformed or disconnected from school initiatives.

There is no structured system, such as parent focus groups or FACE volunteer input, to gather and use family perspectives to refine communication practices.

27
★

The school has limited structured partnerships with local businesses, nonprofits, and civic organizations, resulting in fewer opportunities for student enrichment, mentoring, and resource support.

There has not been a consistent process in place to actively reach out and collaborate with community organizations for sponsorships, mentoring, and volunteer initiatives that could strengthen student learning and engagement.

28
★

Community and business partners may feel under-recognized, which can limit sustained collaboration and reduce opportunities to strengthen community-school relationships.

The school does not have a consistent system for publicly highlighting partnerships through newsletters, social media, and school events to celebrate contributions and foster community pride.

29
★

School achievements, student successes, and upcoming events are not consistently shared with the broader community, which can limit school pride, stakeholder engagement, and positive perceptions of the campus.

The school lacks a systematic approach for using social media and online news outlets to regularly highlight accomplishments and promote events.

30
★

The school's presence on social media is limited or inconsistent, reducing opportunities to showcase student learning, classroom innovation, and school culture to families and the broader community.

There is no structured plan in place to maintain active weekly social media updates that highlight student projects, classroom activities, and school events.

31
★

Family attendance and participation in school events is inconsistent, which reduces opportunities for engagement, collaboration, and shared responsibility for student success.

School events have not consistently provided flexible scheduling options or meaningful incentives, such as raffles or certificates, to make participation accessible and appealing for all families.

32
★

Family engagement in school events and activities is not as strong as desired, limiting collaboration between home and school to support student success.

Invitations to events are often delivered through general announcements rather than personal outreach, which can make families feel less connected or welcomed.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data

- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) 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
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data



Goals

Goal 1

SBCISD /Frank Roberts Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1 High Priority HB3 Goal

Academic Growth

By the end of the 2025-2026 school year, at least 70 - 80% of students will meet or exceed expected growth in Reading and Math as measured by NWEA MAP/STAAR assessments, through the implementation of targeted small-group instruction, progress monitoring, and data-driven interventions.

Evaluation Data Source: CLI/ NWEA MAP / CFAs assessment reports, benchmark assessments, and teacher progress monitoring logs.

Strategy 1

Targeted Small-Group Instruction: Use formative assessment data to group students by skill level and provide differentiated instruction to address individual learning gaps.

Strategy's Expected Result/Impact: Higher student academic growth

Staff Responsible for Monitoring: Classroom Teachers, Rtl Teacher, SPED teacher

Problem Statements: Student Learning 9

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

Moderate Progress

March

May

June

Strategy 2

Progress Monitoring & Data Analysis: Implement weekly or biweekly assessments to track student growth and adjust instruction based on data trends.

Strategy's Expected Result/Impact: Increased student proficiency in Reading and Math. Reduced achievement gaps between student groups. Teachers can make timely instructional adjustments, leading to higher overall academic growth

Staff Responsible for Monitoring: Classroom Teachers, Rtl Teachers, Administration

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

Moderate Progress

March

May

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

9

A significant number of students are not consistently meeting expected growth on district and state assessments. Without targeted interventions, enrichment opportunities, and small-group instruction, some students continue to struggle, limiting their academic progress and overall achievement.

The campus lacks a systematic approach to providing differentiated interventions and enrichment through small-group instruction, RTI, and accelerated learning, preventing all students from receiving the tailored support needed to meet or exceed growth expectations.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

While assessments are conducted, progress monitoring is inconsistent, limiting teachers' ability to identify learning gaps and adjust instruction in real time. Without timely data analysis, instruction becomes reactive, slowing student growth and widening achievement gaps.

Teachers do not have a consistent system or schedule for analyzing the resulting data. Limited time, lack of structured protocols, and insufficient professional development on data-driven instruction prevent timely identification of student learning gaps and the adjustment of instruction to address them.

Performance Objective 2

By the end of the school year, all students in grades PK4 - 5 will participate in at least three campus-wide college, career, or military readiness awareness, such as guest speakers, career fairs, college-themed days, as tracked through school event logs.

Evaluation Data Source: Event participation logs, career fair, Hornets Service Corps Volunteer presentation, and teacher documentation of CCMR activities.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1 **Targeted Support Strategy** **Additional Targeted Support Strategy**
 Results Driven Accountability

Guest Speakers & Career Panels: Invite local professionals, college representatives, or military personnel to speak about career paths and education opportunities.

Strategy's Expected Result/Impact: Students gain awareness of diverse career paths and post-secondary opportunities.
Development of essential skills like critical thinking, collaboration, and problem-solving.
Increased student motivation and engagement in learning as they connect lessons to real-world applications.

Staff Responsible for Monitoring: Counselor, Administration, Teachers

Problem Statements: Perceptions 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

Considerable Progress

December

March

May

June

Strategy 2

Integrate CCMR experiences into events such as Career Day, Family Literacy Night, STEM Night.

Strategy's Expected Result/Impact: Increase student exposure to college, career, and military readiness concepts in a natural, engaging way.

Staff Responsible for Monitoring: Counselor, classroom teachers, and Administration

Problem Statements: School Processes & Programs 18

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

Moderate Progress

March

May

June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

18

Students and families have limited access to meaningful College, Career, and Military Readiness (CCMR) experiences embedded in schoolwide events, resulting in fewer connections between academic learning and real-world applications.

Schoolwide events such as Career Day, Family Literacy Night, and STEM Night have not been consistently designed to integrate CCMR activities, resources, and professional interactions that highlight postsecondary opportunities.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Students have limited exposure to diverse career pathways and postsecondary opportunities, which reduces their awareness of how current academic achievement connects to future success.

The school has not consistently provided structured opportunities, such as guest speakers and career panels, for students to engage with professionals, college representatives, or military personnel who can share real-world experiences and educational pathways.

Performance Objective 3 High Priority

By May 2026, student attendance will improve to 96% or higher, supported by incentive programs, parent engagement strategies, and interventions for chronically absent students, ensuring students are consistently engaged in high-quality learning environments.

Evaluation Data Source: Daily attendance records, parent contact logs, and incentive program documentation.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Attendance Incentive Programs: Implement recognition programs, reward systems, or "perfect attendance" celebrations to motivate students to attend school consistently.

Strategy's Expected Result/Impact: Higher daily attendance and engagement in instruction. Reduced chronic absenteeism. Students develop habits that support lifelong learning and responsibility.

Staff Responsible for Monitoring: FACE, CIS, classroom teachers, PEIMS clerk

Problem Statements: School Processes & Programs 19

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

Considerable Progress

March

May

June

Strategy 2

Parent Engagement & Communication: Maintain regular communication with families about attendance expectations, provide resources for transportation or barriers, and hold parent workshops on supporting consistent attendance.

Strategy's Expected Result/Impact: Higher daily attendance and engagement in instruction. Reduced chronic absenteeism. Students develop habits that support lifelong learning and responsibility.

Staff Responsible for Monitoring: FACE, CIS, classroom teachers, PEIMS clerk

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

Considerable Progress

March

May

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Inconsistent student attendance is partly due to limited family engagement and communication regarding the importance of daily attendance and how to overcome barriers such as transportation or scheduling challenges.

The school has not implemented a structured, ongoing system for communicating attendance expectations, providing resources, and engaging parents through workshops or supports that address attendance-related barriers.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

19

Student attendance rates are below the desired threshold, limiting instructional time and reducing opportunities for students to achieve academic growth.

There are insufficient, consistent, and motivating systems in place to recognize and reward positive attendance, leading to decreased student motivation to attend school daily.

Performance Objective 4 High Priority

By May 2026, 100% of staff and students will engage in monthly safety drills and annual safety training, ensuring readiness for emergencies and fostering a secure learning environment, as documented in campus safety logs and district compliance reports.

Evaluation Data Source: Campus safety logs, drill documentation, staff training completion records, and district compliance reports.

Strategy 1

Staff Training & Emergency Preparedness Workshops: Provide ongoing professional development for staff on safety protocols, first aid, crisis response, and classroom management during emergencies.

Strategy's Expected Result/Impact: Staff and students are prepared to respond calmly and effectively in emergencies.

A safer school environment reduces risk of injury and promotes peace of mind.

Enhanced school culture where safety is prioritized, supporting academic focus and learning.

Staff Responsible for Monitoring: Administration, School Police Officer, District Dispatch

Problem Statements: School Processes & Programs 9

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

May

June

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

9

Staff confidence and consistency in responding to emergencies are limited, which may affect student safety and the effectiveness of crisis response on campus.

The school has not provided regular, structured professional development opportunities for staff focused on safety protocols, first aid, crisis response, and classroom management during emergencies.

Goal 2 SBCISD /Frank Roberts Elementary will build a high-performing, compliant, and supportive workforce.

Performance Objective 1 High Priority

Professional Growth & Development

At least 90% of staff will participate in targeted professional development and PLCs each semester, demonstrating growth through implementation of strategies observed during classroom walk-throughs and evaluations.

Evaluation Data Source: Sign-in sheets, Eduphoria/Strive records, PLC agendas and minutes, T-TESS walkthrough data.

Strategy 1

Provide differentiated professional development aligned to district initiatives, TEKS, and identified campus needs.

Strategy's Expected Result/Impact: 90%+ staff attendance; evidence of new instructional strategies in lesson plans and classroom practice. Improved teacher capacity, leading to higher-quality instruction and increased student achievement.

Staff Responsible for Monitoring: Campus Administrative Team
Professional Development Department Personnel

Problem Statements: School Processes & Programs 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

May

June

Strategy 2

Implement a peer coaching and learning walk system where teachers observe and provide feedback to one another.

Strategy's Expected Result/Impact: Increased collaboration; at least 50% of teachers participate in peer observations and implement suggested strategies.

Staff Responsible for Monitoring: Creates a culture of continuous improvement and professional growth that directly benefits student learning.

Problem Statements: School Processes & Programs 3

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

May

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Staff participation in professional development and PLCs is inconsistent, and not all teachers are implementing strategies aligned to district initiatives, TEKS, or identified campus needs. This limits opportunities for instructional growth and reduces the overall impact of professional development on student learning outcomes.

Professional development has not been consistently differentiated to address individual teacher needs, current classroom practices, and campus priorities. As a result, some staff do not see the relevance or have the support needed to apply new strategies effectively in their classrooms.

3

Staff do not consistently have structured opportunities to observe one another and provide feedback, limiting collaborative professional growth and the implementation of effective instructional strategies. Without a systematic peer coaching and learning walk system, teachers may miss opportunities to refine practices and improve student learning outcomes.

The campus lacks a formalized system for peer observation and feedback, including schedules, protocols, and training to guide meaningful coaching. This prevents staff from engaging in consistent, collaborative professional development that targets classroom improvement.

Performance Objective 2 High Priority

Campus staff will achieve 100% compliance with district, state, and federal requirements (attendance, assessments, special programs, documentation) as monitored through routine audits and campus checkpoints.

Evaluation Data Source: Attendance records, PEIMS reports, program compliance audits, STAAR/TELPAS submission logs, Rtl/ARD documentation checks.

Strategy 1

Establish compliance checkpoints with clear timelines, reminders, and support from administration.

Strategy's Expected Result/Impact: All deadlines met; no missed documentation requirements. Reduces risk of non-compliance penalties and ensures smooth operation of campus programs.

Staff Responsible for Monitoring: Campus Administrative Team
SPED teachers
RTI teacher
PEIMS
Secretary
Teachers

Problem Statements: School Processes & Programs 4

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Strategy 2 Targeted Support Strategy

Provide ongoing training and monitoring to ensure accurate completion of attendance, Rtl, ARD, and assessment documentation.

Strategy's Expected Result/Impact: 100% staff understanding of compliance requirements; accurate and timely reporting. Ensures accurate data reporting, strengthens accountability, and supports equitable student services.

Staff Responsible for Monitoring: Campus Administrative Team
PEIMS
Secretary
Rtl teacher
SPED teachers
Special Education Director

Problem Statements: School Processes & Programs 6

Title I:

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

Staff do not consistently meet all district, state, and federal compliance requirements, including attendance tracking, assessments, special programs, and documentation. Without routine checkpoints and administrative support, compliance errors or delays may occur, putting the campus at risk for audits and reducing operational efficiency.

There is no systematic process for monitoring compliance, including clear timelines, reminders, and structured administrative support, which results in inconsistent adherence to required procedures.

6

Staff do not consistently complete attendance, Rtl, ARD, and assessment documentation accurately, which can lead to noncompliance with district, state, and federal requirements. Without ongoing training and monitoring, errors may persist, impacting accountability and student support services.

Staff have not received sufficient ongoing training or consistent monitoring to ensure accurate completion of required documentation, resulting in gaps in compliance and understanding of procedures.

Performance Objective 3 High Priority

Staff satisfaction surveys will reflect an increase of at least 10% annually in the areas of recognition, communication, and support, as measured by end-of-year climate and culture surveys.

Evaluation Data Source: District/campus climate & culture survey results, staff feedback forms, retention data.

Strategy 1

Implement a staff recognition program highlighting achievements in instruction, collaboration, and student support.

Strategy's Expected Result/Impact: Increased positive staff feedback; at least 10% increase in recognition-related survey scores. Boosts morale, retention, and motivation, fostering a positive campus culture.

Staff Responsible for Monitoring: Campus Administrative Team
Counselor
CKH Processed Champions

Problem Statements: Perceptions 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Strategy 2

Implement a mentorship program pairing new or struggling staff with experienced teacher mentors for guidance, support, and collaboration.

Strategy's Expected Result/Impact: Increased staff confidence and skill development; at least 80% of mentees report feeling supported in their role. Improved retention rates for new or at-risk staff. Strengthens a collaborative and supportive culture, reduces staff turnover, and directly contributes to higher instructional quality and student success.

Staff Responsible for Monitoring: Campus Administrative Team

Problem Statements: Perceptions 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
<p>1 Staff satisfaction surveys indicate lower levels of recognition, communication, and support. Without a structured system to acknowledge staff achievements in instruction, collaboration, and student support, morale may remain low, which can impact engagement, teamwork, and overall campus climate.</p>	<p>The campus lacks a consistent and systematic staff recognition program, resulting in staff feeling underappreciated and less supported in their daily work and contributions.</p>
<p>2 Staff satisfaction surveys show lower levels of support and collaboration, particularly among new or struggling teachers. Without a structured mentorship program, these staff members may lack guidance and opportunities to improve instructional practices, which can negatively affect morale, retention, and overall campus culture.</p>	<p>The campus does not have a formal mentorship system to pair new or struggling teachers with experienced mentors, limiting access to guidance, support, and collaborative problem-solving.</p>

Performance Objective 4 High Priority

Through effective instruction and staff collaboration, 60-70% or more of students will meet or exceed expected growth on district and state academic measures, reflecting the direct impact of a high-performing workforce.

Evaluation Data Source: District CFAs, STAAR results, progress monitoring data (NWEA MAP, iReady, Eduphoria Aware reports,).

Strategy 1 Targeted Support Strategy

Strengthen data-driven instruction by requiring grade-level teams to analyze CFA and progress monitoring results and adjust plans accordingly.

Strategy's Expected Result/Impact: 60-70% of students show measurable academic growth on CFA assessments. Ensures instruction is responsive to student needs, directly improving academic outcomes.

Staff Responsible for Monitoring: Campus Administrative Team
Teachers
RtI teacher
SPED teachers

Problem Statements: Student Learning 8

Title I:

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Strategy 2 Targeted Support Strategy

Implement targeted interventions and enrichment through small group instruction, RTI, and accelerated learning opportunities.

Strategy's Expected Result/Impact: Increased student participation in interventions; achievement gaps are reduced. Provides equitable access to high-quality instruction, raising overall student performance and growth.

Staff Responsible for Monitoring: Campus Administrative Team

Teachers

RTI teacher

SPED teachers

Problem Statements: Student Learning 9

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>8</p> <p>A significant portion of students are not meeting expected growth on district and state academic measures. Without consistent data-driven analysis and collaboration among grade-level teams, instructional planning may not address individual or group learning gaps effectively, limiting student achievement.</p>	<p>Grade-level teams do not consistently analyze CFA and progress monitoring data or use the results to adjust instruction, reducing the effectiveness of teaching strategies and interventions.</p>
<p>9</p> <p>A significant number of students are not consistently meeting expected growth on district and state assessments. Without targeted interventions, enrichment opportunities, and small-group instruction, some students continue to struggle, limiting their academic progress and overall achievement.</p>	<p>The campus lacks a systematic approach to providing differentiated interventions and enrichment through small-group instruction, RTI, and accelerated learning, preventing all students from receiving the tailored support needed to meet or exceed growth expectations.</p>

Goal 3

SBCISD /Frank Roberts Elementary will improve public relations, communications, and community engagement skills.

Performance Objective 1 High Priority HB3 Goal

By May 2026, Frank Roberts Elementary will increase parent engagement by ensuring 90 % of parents receive timely and clear communication regarding school events, student progress, and academic expectations.

Evaluation Data Source: Class Dojo, Facebook, School Website

Strategy 1

Use email newsletters, automated calls, social media updates, and school website announcements to provide consistent and timely information to parents.

Strategy's Expected Result/Impact: Parents are better informed and more engaged in their child's education.

Increased attendance at school events and parent-teacher conferences.
Strengthened trust and partnership between families and the school.

Staff Responsible for Monitoring: Administrators, Classroom Teachers, Campus Social Media Representative

Problem Statements: Perceptions 4

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Hold parent focus groups , FACE volunteers, to gather feedback on communication effectiveness and adjust methods accordingly.

Strategy's Expected Result/Impact: Parents are better informed and more engaged in their child's education.

Increased attendance at school events and parent-teacher conferences.
Strengthened trust and partnership between families and the school.

Staff Responsible for Monitoring: FACE, CIS, campus administrators

Problem Statements: Perceptions 5

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

4

Some families are not consistently informed about school expectations, events, and resources, leading to gaps in engagement and support for student success.

The school does not have a fully coordinated system for using multiple communication platforms--such as email newsletters, automated calls, social media, and the school website--to ensure timely, accessible, and consistent outreach to all parents.

5

The school lacks consistent feedback from families on the effectiveness of communication methods, which may result in some parents feeling uninformed or disconnected from school initiatives.

There is no structured system, such as parent focus groups or FACE volunteer input, to gather and use family perspectives to refine communication practices.

Performance Objective 2 High Priority

By the end of the 2025-2026 school year, Frank Roberts Elementary will establish at least five new partnerships with local businesses, organizations, or community groups to support school programs and student success.

Evaluation Data Source: Hornets Service Corps Members, Counselor, Administration

Strategy 1

Reach out to local businesses, nonprofits, and civic organizations to identify collaboration opportunities such as sponsorships, mentoring programs, or volunteer support.

Strategy's Expected Result/Impact: Expanded resources and support for school programs. Increased opportunities for student enrichment and career exposure. Stronger community ties and positive public perception of the school.

Staff Responsible for Monitoring: Counselor, Classroom Teachers, Administrators

Problem Statements: School Processes & Programs 20

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Highlight partnerships in newsletters, social media, and school events to encourage continued collaboration and community pride.

Strategy's Expected Result/Impact: Expanded resources and support for school programs. Increased opportunities for student enrichment and career exposure. Stronger community ties and positive public perception of the school.

Staff Responsible for Monitoring: Counselor, Classroom Teachers, Administrators

Problem Statements: Perceptions 6

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>20 The school has limited structured partnerships with local businesses, nonprofits, and civic organizations, resulting in fewer opportunities for student enrichment, mentoring, and resource support.</p>	<p>There has not been a consistent process in place to actively reach out and collaborate with community organizations for sponsorships, mentoring, and volunteer initiatives that could strengthen student learning and engagement.</p>

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
<p>6 Community and business partners may feel under-recognized, which can limit sustained collaboration and reduce opportunities to strengthen community-school relationships.</p>	<p>The school does not have a consistent system for publicly highlighting partnerships through newsletters, social media, and school events to celebrate contributions and foster community pride.</p>

Performance Objective 3  High Priority

By May 2026, Frank Roberts Elementary will increase positive media coverage and social media presence to highlight student achievements, teacher excellence, and school initiatives.

Evaluation Data Source: Campus Social Media Representative, Classroom Teachers, Administrators

Strategy 1

Send notices and updates via social media /online news outlets about school achievements, events, and student successes.

Strategy's Expected Result/Impact: Increased public awareness of school successes and programs. Enhanced reputation of the school within the community. Boosted student, parent, and staff pride in the school.

Staff Responsible for Monitoring: Campus Social Media Representative, Classroom Teachers, Administrators

Problem Statements: Perceptions 7

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Social Media Campaigns: Maintain active social media accounts that share student projects, classroom highlights, and school events on a weekly basis.

Strategy's Expected Result/Impact: Increased public awareness of school successes and programs. Enhanced reputation of the school within the community. Boosted student, parent, and staff pride in the school.

Staff Responsible for Monitoring: Campus Social Media Representative, Classroom Teachers, Administrators

Problem Statements: Perceptions 8

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

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Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

7

School achievements, student successes, and upcoming events are not consistently shared with the broader community, which can limit school pride, stakeholder engagement, and positive perceptions of the campus.

The school lacks a systematic approach for using social media and online news outlets to regularly highlight accomplishments and promote events.

8

The school's presence on social media is limited or inconsistent, reducing opportunities to showcase student learning, classroom innovation, and school culture to families and the broader community.

There is no structured plan in place to maintain active weekly social media updates that highlight student projects, classroom activities, and school events.

Performance Objective 4 High Priority

By the end of the 2025-2026 school year, at least 75% of families will participate in school events such as STEM nights, literacy events, and parent workshops.

Evaluation Data Source: FACE, CIS, ASP, classroom teachers, administrators

Strategy 1

Event Incentives & Accessibility: Offer flexible event times and small incentives (raffles, certificates) to encourage family attendance and participation.

Strategy's Expected Result/Impact: Higher family participation strengthens school-home connections.
Students feel supported, resulting in higher motivation and engagement in school activities.
Cultivation of a school community that values partnership, collaboration, and mutual support.

Staff Responsible for Monitoring: PTO, Classroom teachers, Administrators

Problem Statements: Demographics 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Personalized Invitations: Teachers and staff personally invite families to events through phone calls, emails, or home visits to make engagement more personal and welcoming.

Strategy's Expected Result/Impact: Higher family participation strengthens school-home connections.
Students feel supported, resulting in higher motivation and engagement in school activities.
Cultivation of a school community that values partnership, collaboration, and mutual support.

Staff Responsible for Monitoring: Entire Staff

Problem Statements: Perceptions 9

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Family attendance and participation in school events is inconsistent, which reduces opportunities for engagement, collaboration, and shared responsibility for student success.

School events have not consistently provided flexible scheduling options or meaningful incentives, such as raffles or certificates, to make participation accessible and appealing for all families.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

9

Family engagement in school events and activities is not as strong as desired, limiting collaboration between home and school to support student success.

Invitations to events are often delivered through general announcements rather than personal outreach, which can make families feel less connected or welcomed.

Goal 4

SBCISD/Frank Roberts Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1 High Priority

Ensure all budget allocations are transparent, equitable, and aligned with campus priorities, with 100% of expenditures tracked and reported accurately.

Evaluation Data Source: Shared budget reports
expenditure logs
adjustment documentation

Strategy 1

Develop and share a detailed campus budget summary with staff and leadership teams each semester.

Strategy's Expected Result/Impact: Staff and leadership have clear understanding of allocations; 100% of budget categories are communicated. Promotes trust, transparency, and shared understanding of financial priorities.

Staff Responsible for Monitoring: Campus Administrative Team
Campus Secretary
CILT members

Problem Statements: School Processes & Programs 10

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Strategy 2

Conduct quarterly budget reviews to monitor spending, identify discrepancies, and adjust allocations as needed.

Strategy's Expected Result/Impact: Discrepancies are identified and resolved promptly; budget remains aligned with campus priorities.
Ensures efficient use of resources and equitable distribution across programs and grade levels.

Staff Responsible for Monitoring: Principal
Campus Secretary

Problem Statements: School Processes & Programs 11

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

10

Staff and leadership do not consistently have access to clear and detailed information regarding budget allocations and expenditures. Without transparent reporting and communication, it is difficult to ensure that resources are distributed equitably and aligned with campus priorities.

The campus lacks a systematic process for developing, sharing, and reviewing detailed budget summaries with staff and leadership each semester, limiting transparency and informed decision-making.

11

Budget monitoring and review processes are not consistently conducted, which can lead to misaligned or inequitable resource allocations and untracked expenditures. Without regular reviews, the campus risks inefficiencies, discrepancies, and decisions that do not fully support instructional and operational priorities.

The campus lacks a systematic process for conducting quarterly budget reviews, including protocols for monitoring spending, identifying discrepancies, and adjusting allocations in a timely manner.

Performance Objective 2 High Priority

Maintain 100% compliance with district, state, and federal financial procedures, ensuring timely and accurate reporting.

Evaluation Data Source: Purchase request logs
Digital tracking system records
Processing timelines
Audit checklists
Compliance reports
Corrective action documentation

Strategy 1

Implement standardized financial forms and digital tracking for all purchase requests and reimbursements.

Strategy's Expected Result/Impact: 100% of requests submitted accurately and processed within district timelines.

Streamlines financial operations, reduces errors, and increases staff efficiency.

Staff Responsible for Monitoring: Principal

Campus Secretary

Finance Department Personnel

Problem Statements: School Processes & Programs 12

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Conduct monthly internal audits to verify compliance with district and state financial regulations.

Strategy's Expected Result/Impact: Zero compliance violations; any errors corrected immediately. Ensures financial accountability, reduces risk of audit findings, and strengthens operational integrity.

Staff Responsible for Monitoring: Principal

Campus Secretary

Problem Statements: School Processes & Programs 13

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>12 Staff do not consistently follow standardized procedures for purchase requests which can result in delayed, inaccurate, or noncompliant financial reporting. Without standardized forms and digital tracking, the campus risks errors and inefficiencies that compromise compliance with district, state, and federal financial requirements.</p>	<p>The campus lacks a uniform system, including standardized forms and digital tracking, for managing purchase requests and reimbursements, leading to inconsistent adherence to required financial procedures.</p>
<p>13 Financial compliance is not consistently verified on a regular basis, which can lead to errors, delayed reporting, and potential noncompliance with district, state, and federal financial regulations. Without routine internal audits, discrepancies may go unnoticed, risking inefficiencies and regulatory issues.</p>	<p>The campus lacks a structured system for conducting monthly internal audits to monitor and verify compliance with financial procedures, limiting the ability to identify and correct errors proactively.</p>

Performance Objective 3  High Priority

Ensure resources (materials, technology, and support personnel) are allocated equitably across all grade levels and programs based on student and staff needs.

Evaluation Data Source: Teacher feedback surveys
Inventory logs
Meeting minutes
Allocation plan documentation

Strategy 1

Survey teachers with grade-level to identify resource gaps.

Strategy's Expected Result/Impact: Comprehensive resource allocation plan is developed; all critical needs are addressed.
Equitable distribution ensures all students and teachers have access to necessary resources.

Staff Responsible for Monitoring: Campus Administrative Team
Teachers
Secretary

Problem Statements: School Processes & Programs 14

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Monitor resource usage and adjust allocations mid-year based on data and teacher feedback.

Strategy's Expected Result/Impact: Resources are reallocated as needed; 90% of staff report satisfaction with available resources.
Promotes fairness, maximizes effectiveness of campus resources, and supports student achievement.

Staff Responsible for Monitoring: Campus Administrative Team
Secretary
Teacher in the Library
Technology Technician

Problem Statements: School Processes & Programs 15

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>14 Resources such as materials, technology, and support personnel are not always equitably allocated across grade levels and programs. Without systematically identifying resource gaps through staff input, some students and teachers may not receive the support they need to maximize learning outcomes.</p>	<p>The campus does not have a structured process, including teacher surveys and data analysis, to identify and address resource gaps, resulting in uneven distribution of materials, technology, and support personnel.</p>
<p>15 Resource allocation is not consistently monitored throughout the year, which can result in some grade levels or programs receiving insufficient materials, technology, or support personnel. Without mid-year adjustments based on data and teacher feedback, inequities may persist, limiting staff effectiveness and student learning opportunities.</p>	<p>The campus lacks a systematic process for ongoing monitoring and adjustment of resource allocations, preventing timely responses to changing needs and contributing to uneven distribution of materials, technology, and support personnel.</p>

Performance Objective 4  **High Priority**

Implement practices that maximize operational efficiency, reduce waste, and ensure long-term sustainability of campus resources.

Evaluation Data Source: Finance Reports
Vendor contracts
Cost comparison reports
Service evaluation documentation

Strategy 1

Implement a campus-wide equipment care and usage protocol, including step-by-step procedures, training sessions, and posted guidelines for all shared equipment (laminator, cold laminator, copy machine, die cut machine, Cricut, computers, headphones, poster maker).

Strategy's Expected Result/Impact: Equipment is used correctly and consistently; damage or reduced malfunctions. Staff and students demonstrate understanding of proper usage through compliance checks and minimal repair requests. Extends lifespan of campus equipment, reduces repair and replacement costs, ensures reliable access for instructional and administrative use, and fosters a culture of responsibility.

Staff Responsible for Monitoring: Campus Administrative Team
Counselor
Secretary
Teachers
Teacher Assistants
Custodial Staff

Problem Statements: School Processes & Programs 16

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Implement a shared scheduling system for high-use equipment (laminator, cold laminator, copy machine, die cut machine, Cricut, computers, headphones) to ensure equitable access and prevent overuse or misuse.

Strategy's Expected Result/Impact: Equipment is used efficiently with minimal downtime or conflicts; usage logs show balanced access across staff and programs. Reduced wear and tear from overuse or improper handling. Promotes longevity of campus resources, reduces repair and replacement costs, and encourages staff accountability and planning. Ensures all staff have fair access while maintaining operational efficiency.

Staff Responsible for Monitoring: Campus Administrative Team

Counselor

Secretary

Teachers

Teacher Assistants

Custodial Staff

Problem Statements: School Processes & Programs 17

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

16

Shared equipment is not consistently used or maintained according to standardized procedures, leading to frequent malfunctions, downtime, and increased replacement costs. Without a campus-wide protocol for equipment care and usage, operational efficiency and the long-term sustainability of resources are compromised.

The campus lacks a formal system, including step-by-step procedures, training, and posted guidelines, to ensure proper use and maintenance of shared equipment, resulting in inconsistent practices and accelerated wear and tear.

17

High-use equipment is not consistently scheduled or tracked, leading to conflicts, overuse, and uneven access for staff. Without a shared scheduling system, operational efficiency is reduced, equipment may be misused, and equitable access for all grade levels and programs is not guaranteed.

The campus lacks a structured system for scheduling and monitoring the use of high-demand equipment, resulting in inconsistent access, overuse, and inefficiencies in resource management.



State Compensatory Education

State Compensatory

Budget for Frank Roberts Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Purchase of instructional supplies. Extra duty for professional staff to provide after school tutorials



Committees

Committees

2023-2024 Campus Site-Based Committee

Members

First Name	Last Name	Position	Committee Role
Maria L.	Mata	5th Grade	Classroom Teacher
Ernesto Javier	Gonzales	3rd Grade	Classroom Teacher
Norma	Rodriguez	2nd Grade	Classroom Teacher
Veronica	Hinojosa	1st Grade	Classroom Teacher
Deanna	Saldivar	Kindergarten	Classroom Teacher
Edlin	Centeno	Special Ed.	Classroom Teacher
Candelario	Castillo	4th grade teacher	Classroom Teacher
Diana	Lozano	counselor	Non-classroom Professional
Victoria	Lopez	Assistant Principal	Administrator
Lupita	Monsevalles	Principal	Administrator
Dilia	Cornett	DCSI	District-level Professional
Cindy	Ramirez		Classroom Teacher
Veronica	Rodriguez		Classroom Teacher