

Katy Independent School District
McRoberts Elementary
2026-2027 Campus Improvement Plan



Mission Statement

To promote a **P**ositive and **M**otivating environment for **E**veryone.

Vision

McRoberts Elementary School is a nurturing, safe and professional environment that supports the educational success of all students. Instruction is purposeful, engaging, and curriculum based, with a focus on student achievement. All McRoberts staff will be reliable, highly qualified and caring individuals who are knowledgeable on the instructional needs of each student. Parents will be positive, supporting members of the school community. Students will be respectful, self-disciplined, productive individuals who always strive to do their best.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment Overview Sample McRoberts Elementary

Comprehensive Needs Assessment School Profile

Polly Ann McRoberts Elementary is a campus in **Katy ISD** opened its doors in **1997** is projected to serve **844** students in grades **PK-5** during the **2026-2027** school year, which is a decrease from the previous year of 2025-2026.

List of Stakeholders and roll

Principal	Eric Finley	Parent	Danette Opara (replacing Carla Ojeda)
Other school leader	Jennifer Sheffield	Parent	Ashlynn Bensuk
Other school leader	Angelita Cravens (taking the place of Weatherford)	Parent	~~Amilea Silva~~
Other school leader	Kathleen Terry	District Representative	Alicia Anderson
Teacher	Linda Vaz	District Representative	Vivian Muldune
Teacher	Shalia Williams	District Representative	Tiffany White
Teacher	~~Amanda Materre~~	Community/Business	Larry Cockman
Paraprofessional	Andra Lahr	Community/Business	Dawn Brown
Paraprofessional	Monica Cortes	Community/Business	Jacklyn Minimah-Wilson
Paraprofessional	Maria Churion	Community/Business	Tina Seaman

Principal	Eric Finley	Parent	Danette Opara (replacing Carla Ojeda)
Specialized school support	Rodney Alexander (taking the place of Johnson)	Student (if appropriate)	
Specialized school support	Monica Carillo (taking the place of Montalvo)	Student (if appropriate)	

Comprehensive Needs Assessment Process

The McRoberts Elementary campus needs assessment process is described below. The campus leadership team evaluated the 2025-26 data. We reviewed the following data:

STAAR Attendance Discipline Failure Lists Staff Quality Homeless Students Economically Disadvantaged Report Cards	Standardized Test Surveys and Interview with Parents/Students/Staff Teacher Turnover Rate RTI/ MTSS Bell Schedule and Master Schedule Special Student Populations-504 EBs
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Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on **3/5/2026**, and again on **5/7/2026** to develop the CNA. The meetings were held on TEAMS starting at **11:45**. on both dates. We plan to meet again on **8/28/26, 2/26/26 and 4/30/26** to develop,review and revise the campus improvement plan as necessary.

At the first meeting was held virtually at 11:45 via TEAMS on **3/5/2026** , Principal **Finley** began the meeting with introductions. The importance of attendance and the purpose of this CNA Team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared.

Principal **Finley then** provided each person with a sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the **2025 -2026** school year. Principal **Finley** led the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at **MAP and District KLAS** specific data points to identify strengths and problems from the **2025-2026** school year. Principal **Finley** thanked everyone for their participation and reminded everyone of the second CNA meeting on **5/7/2026**.

The second meeting was held virtually via TEAMS at 11:45 on **5/7/2026**, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from **2025-2026**, but focused most of the meeting on the problems that were identified from the data. Principal **Finley** led the team in prioritizing the problems. Each team member was asked to help

identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

The Campus Leadership Team reviewed the data listed above to identify areas of strengths and problems.

Demographics: McRoberts Elementary is a 29-year-old Pre-Kindergarten through 5th grade Bilingual Title I campus in Katy ISD. The campus houses a variety of special education programs, including Early Childhood Autism Program (ECAP), Young Childhood Autism Program (YCAP), Life Skills, and both monolingual and bilingual Early Childhood Special Education (ECSE). For the 2026–2027 school year, projected student enrollment is 844 students. McRoberts continues to be a diverse campus, with a student population that is 63% Hispanic, 22% African American, 8% White, 5% Asian, and 2% Two-or-More Races. The campus serves a high percentage of Emergent Bilingual students (484 students, 53.3%), Special Education students (224 students, 26.8%), and Gifted and Talented students (29 students, 4%). Additionally, 590 students, 72.1% of students are identified as economically disadvantaged. The attendance rate for 2025-2026 was 94.66%, slightly below the district target, signaling an area for continued focus. The campus mobility rate remains above district average, creating unique challenges with continuity of instruction. McRoberts employs 125 highly qualified teachers, professional staff and paraprofessionals. Recruiting and retaining staff remains a priority, with a focus on hiring diverse and ESL-certified teachers to support the large Emergent Bilingual population. As of August 2026, over 97% of McRoberts teachers are	Strengths: • Community Value on Education Many families choose to live in the McRoberts zone because of the high quality of the campus. Families value education and actively support their children’s success, which strengthens the home–school partnership. • Diversity as a Strength McRoberts’ diverse student population (63% Hispanic, 22% African American, 8% White, 5% Asian, 2% Two-or-More Races) reflects society as a whole and equips students with life-long collaboration and acceptance skills. Students are welcoming to new peers, regardless of background, and the presence of strong special education programs (ECAP, YCAP, Life Skills, ECSE) fosters a culture of inclusivity and empathy for learners with disabilities. • Attendance Culture The campus maintains a strong attendance rate of 94.66%, which is above the state average. Families understand that regular attendance is critical for student success, and staff reinforce this expectation through communication, monitoring, and partnerships with parents. • High-Quality and Supported Staff McRoberts employs 125 highly qualified teachers and paraprofessionals, with over 97% ESL-certified, ensuring strong support for the 53.3% Emergent Bilingual population. Teacher retention is strong, and new hires benefit from a comprehensive onboarding system, buddy/mentor teachers, and instructional coach support. Professional learning communities meet weekly to align instruction, and staff are provided ongoing PD, learning walks, and feedback through administrative walkthroughs and vertical teaming.
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induction program for new teachers, which includes buddy teachers, instructional coaching, professional development, and ongoing feedback loops.

As a Bilingual Title I campus, McRoberts leverages federal and district resources to provide interventions, family engagement, and bilingual programming that directly benefit the 72.1% economically disadvantaged and at-risk students on campus. These supports enhance equity and access to learning opportunities.

Problems:

McRoberts Elementary's Average Daily Attendance Rate was 94.66% in 2025 -2026, which is above the state average but remains below the district target of 95%.

With 53.3% Emergent Bilinguals, 26.8% Special Education, and 72.1% Economically Disadvantaged, McRoberts serves a student body with a significantly higher percentage of at-risk learners compared to district averages.

Student Learning:

Overall Achievement

In 2026, 69% of students scored Approaches, 45% scored Meets, and 23% scored Masters across all subjects. Compared to 2025, the percent of students at Meets declined slightly from 46% to 45%, while Masters improved slightly from 20% to 23%.

Reading/Language Arts

- **Campus Trends:** Approaches decreased by 2% from 2025 (76%) to 2026 (74%) , Meets increased from 51% in 2025 to 53% in 2026. Masters increased slightly from 24% to 30%.
- **Subgroup Performance (2026 Meets):**
 - African American: 49%
 - Hispanic: 53%

Strengths:

Reading/Language Arts

- The percentage of students scoring at the **Masters level increased from 24% in 2025 to 30% in 2026**, reflecting growth in higher-level comprehension skills for a portion of students.

Mathematics

- Although overall math performance is still below the district average, **19% of students achieved Masters in 2026** which was an increase of 1% from the previous school year. This indicates that a group of students are excelling with advanced problem solving.
- Some subgroups, such as **Hispanic (40%) and African American (42%) students**, remain near the state average for Meets, providing a foundation for further growth.

Science

- **Masters-level performance increased from 8% to 14%**, demonstrating gains in advanced scientific reasoning.
- **Asian students scored 29% Meets** in science.
- **African American students maintained 16% Meets**

- White: **45%**
- Asian: **80%**

Mathematics

- **Campus Trends:** Approaches increased by 4% from **65% in 2025 to 69% in 2026**. Meets increased from **37% to 43% in 2026**. Masters increased by 2% from **17% to 19%**.
- **Subgroup Performance (2026 Meets):**
 - African American: **42%**
 - Hispanic: **40%**
 - White: **59%**
 - Asian: **87%**

Science

- **Campus Trends:** Approaches decreased significantly from **62% in 2025 to 53% in 2026**. Meets increased slightly from **28% to 29%**. Masters improved significantly from **8% to 14%**.
- **Subgroup Performance (2026 Meets):**
 - African American: **16%**
 - Hispanic: **36%**
 - White: **0%**
 - Asian: **29%**

TELPAS

- In 2026, **47% of Emergent Bilingual students made one year of progress**, which is an increase from **42% in 2025**.

TELPAS

- **47% of Emergent Bilingual students made one year of progress** in 2026, representing more than half of the EB population making measurable language gains.
- Students demonstrating higher growth in TELPAS are beginning to transition into higher levels of linguistic proficiency, supporting academic performance over time.

Problems:

Student achievement is below the district average in math, reading and science.

Summary of Trends

- **Strengths:** The percentage of students scoring at the **Masters level increased from 24% in 2025 to 30% in 2026**, reflecting growth in higher-level comprehension skills for a portion of students.
- **Concerns:** Science performance declined across all subgroups, especially White students at 0%,
- **Gaps:** Hispanic, EB, and SPED students continue to underperform compared to campus averages, contributing to missed Domain 3 targets.

School Processes and Programs:

Curriculum, Instruction, and Assessment

Instruction at McRoberts is guided by the Texas Essential Knowledge and Skills (TEKS), Katy ISD curriculum unit plans, and Cornerstone performance tasks. Teachers access detailed unit plans that include enduring understandings, essential questions, TEKS/ELPS integration, and critical vocabulary in both English and Spanish. Instructional focus areas

Strengths:

McRoberts Elementary has several programmatic and process-based strengths that support student learning and campus culture:

- **Team Planning & Collaboration:** Grade levels have 2 protected days each week for planning. Instructional Coaches and administrators lead sessions focused on materials review,

include small-group instruction, vocabulary-rich lessons, and structured opportunities for students to speak in complete sentences and use academic language across content areas.

Assessment practices include authentic performance tasks, district learning assessments, MAPS Assessments, TELPAS, and campus-based assessments.. Grade-level teams identify focus TEKS through Lead4ward tools and district assessment guidance. Student progress is monitored through formative assessments, nine-week checkpoints, and intervention documentation.

Behavior

Behavioral expectations at McRoberts are supported through PBIS, CHAMPS, Character Strong/Purposeful People, and Action Based Learning. In 2025-2026, the campus recorded 120 incidents and 120 actions, with the majority occurring in classrooms. The most frequent infractions involved physical contact, noncompliance, and inappropriate language.

Interventions are tiered, ranging from parent contact and social skills training to ISS, OSS, or alternative placements when necessary. The MTSS-B Committee reviews discipline data quarterly to monitor trends, address disproportionality, and adjust supports. Staff receive professional learning in de-escalation, classroom management, and restorative practices to reinforce a safe, positive school culture.

Professional Development and Collaboration

Teachers engage in weekly planning along with periodic data dig meetings to review student progress, align instruction, and plan for intervention and enrichment. Instructional support staff, including the instructional coach, interventionists, and special education teachers, participate in planning sessions to ensure continuity for students receiving services. Professional learning is offered during faculty meetings, in embedded coaching cycles, during morning Learning Labs, and in voluntary instructional sessions.

instructional planning, and data analysis. Weekly PLCs strengthen collaboration and continuity across grade levels.

- **Mentoring & Professional Development:** All teachers new to the campus are provided a mentor or a buddy to provide support and opportunities to learn more about instructional strategies, classroom management, and campus systems. Professional learning is job-embedded through coaching, Learning Labs, and ongoing campus-based PD.
- **MTSS & Interventions:** The MTSS process is effectively used to review student concerns, implement tiered interventions, and prevent unnecessary referrals. Small-group instruction during the school day and tutorials throughout the year provide targeted support for students in need.
- **Master Schedule & Organization:** The master schedule maximizes instructional time, prioritizing large literacy and math blocks. Specialized programs such as ECAP, YCAP, Life Skills, and ECSE provide additional support for diverse learners.
- **Safety & Management:** Safety drills are frequent and effective, and assistant principals provide consistent grade-level supervision, following students as they move through grade levels to build strong family relationships.
- **Committees & Student Opportunities:** Staff-led committees (Climate & Culture, PBIS, Parent Engagement, Student Leadership) and student opportunities (Safety Patrol, Student Leadership, Read, Deed, Run, Chess Club, Sonar) enrich school life and develop leadership skills.
- **Technology Integration:** McRoberts is 1:1 in grade 2-5 with access to Chromebooks, while PreK-1 has access to iPads or Chromebooks. Classrooms are equipped with SMART Panels, computers, iPads, and Chromebooks, with district filters ensuring safe access. Students use Canvas, HAC, Zearn, EduSmart, and HMM platforms daily, and technology is fully embedded into instruction to support learning.
- **Campus Traditions & Culture:** PME is strengthened by long-standing traditions such as Meet the Teacher, Breakfast with Santa, School Fall Carnival, Field Day, Movie Nights, and staff celebrations. These experiences foster community, school spirit, and staff morale.
- **Behavior Systems and Supports** – A comprehensive MTSS-B framework with PBIS, CHAMPS, and social-emotional lessons provides proactive strategies for positive behavior.

Leadership and Decision-Making

Campus leadership includes the principal, assistant principals, instructional coach, and behavior coordinator, supported by committees such as the Campus Improvement Team. Decisions are driven by data from STAAR, TELPAS, MAPS Assessments, district assessments, and campus-based measures. Leadership team meetings and MTSS committees meet regularly to review progress and determine supports for academics and behavior.

Organization and Context

The master schedule prioritizes reading and math instruction and intervention blocks. Specialized programs include Early Childhood Autism (ECAP), Young Childhood Autism (YCAP), Life Skills, and both monolingual and bilingual Early Childhood Special Education (ECSE). Tutorials are offered throughout the year with small-group time during the day as the primary intervention model.

Support Services

Student needs are addressed through counseling, dyslexia services, bilingual/ESL support, SPED, and targeted interventions for struggling learners. The MTSS committee meets quarterly to monitor academic and behavioral interventions, and discipline data is reviewed to ensure equitable support. Social-emotional learning is supported through PBIS, CHAMPS, and the Character Strong/Purposeful People curriculum.

Extracurricular and Co-Curricular Opportunities

Students participate in leadership and enrichment programs including Student Leadership, Safety Patrol, clubs, fine arts, and academic competitions. Action Based Learning has been implemented in the 2025-26 school year.

Technology Integration

McRoberts is 1:1 in grade 2-5 with access to Chromebooks, while PreK-1 has access to iPads or Chromebooks. Classrooms are equipped with SMART Panels, computers, iPads,

The MTSS-B Committee reviews discipline data quarterly to monitor trends and address disproportionality. Staff receive training in de-escalation, restorative practices, and relationship-building to ensure consistent expectations campuswide.

Problems:

The MTSS process is established on campus, but academic and behavioral interventions are not always implemented and monitored with full consistency across grade levels.

Despite established systems such as PBIS, CHAMPS, and MTSS-B, discipline data indicates a high frequency of incidents related to physical contact, noncompliance, and inappropriate language, particularly in classrooms and early grade levels. A small group of repeat offenders accounts for a significant portion of referrals, and disproportionality exists across student groups.

McRoberts continues to face challenges in recruiting and retaining highly qualified teachers and paraprofessionals, which impacts consistency in instruction and student support.

and Chromebooks, with district filters ensuring safe access. Students use Canvas, HAC, Zearn, EduSmart, and HMH platforms daily, and technology is fully embedded into instruction to support learning. Technology is embedded in daily lessons and students receive explicit instruction in digital citizenship

Communication

Parents receive information through School Messenger, email, campus newsletters, social media, and the Katy ISD app. The Home Access Center and Canvas provide access to grades, assignments, and progress monitoring. Communication is bilingual to ensure accessibility for all families.

Perceptions:

Culture & Climate

Survey and focus group feedback indicate that McRoberts Elementary continues to be a safe, welcoming, and inclusive environment for students, families, and staff. Students report feeling connected to the campus, their teachers, and extracurricular opportunities. Staff surveys show that collaboration and team culture are valued, though some areas of communication and workload balance remain opportunities for growth.

Parent Engagement

Parent participation remains strong in some school-wide events such as Meet the Teacher, and community celebrations. PTA events such as Breakfast with Santa, and Movie Nights are well-attended, demonstrating strong family-school connections. However curriculum nights and the School Carnival attendance decreased during the 2025-2026 school year from the previous school year 2024-2025.

Community Partnerships

McRoberts benefits from strong partnerships with local businesses and organizations that provide resources, volunteers, and sponsorships for campus events. Community volunteers also support students and staff.

Communication

The campus communicates with families through multiple platforms, including School Messenger, Remind, newsletters, the Katy ISD app, HAC, Canvas, and social media.

Staff Retention & Morale

Teacher retention increased slightly in 2025-2026. Staff feedback highlights staff socials, recognition, work relationships and admin grilling days as key strengths that make McRoberts a positive workplace. Professional development and mentoring programs for

Strengths:

- **Positive Campus Climate:** Student, staff, and parent feedback reflects that McRoberts is a safe, welcoming, and inclusive environment.
- **Parent & Community Engagement:** Parent participation in events such as Meet the Teacher, curriculum nights, and PTA activities remains strong. Partnerships with local businesses and volunteers provide additional support for students and families.
- **Communication Channels:** Families benefit from multiple communication platforms (School Messenger, Remind, newsletters, HAC, Canvas, Katy ISD app, bilingual communication), which provide regular access to school information.
- **Staff Morale & Support:** Staff report that morale is strengthened by school traditions, recognition activities, and mentoring for new hires. These supports help improve retention and build a collaborative campus culture.

Problems:

- Student achievement is below the district average in math, reading and science.
- With 53.3% Emergent Bilinguals, 26.8% Special Education, and 72.1% Economically Disadvantaged, McRoberts serves a student body with a significantly higher percentage of at-risk learners compared to district averages.
- Despite established systems such as PBIS, CHAMPS, and MTSS-B, discipline data indicates a high frequency of incidents related to physical contact and noncompliance, particularly in classrooms.
- Parents are currently not actively engaged in PFE activities due to barriers such as language, work schedules and not knowing how to fully support their child's educational needs.
- While McRoberts has strong traditions and recognition

new staff are noted as strong supports.

Student Voice

Student feedback gathered through classroom discussions and surveys indicates that most feel safe, included, and proud to be a Dolphin.

Our Mission

The Polly Ann McRoberts community is dedicated to facilitating academic excellence throughout our diverse learning population in a secure and nurturing environment.

- practices, staff feedback indicates that morale is inconsistent, with some employees expressing concerns about workload, balance, and long-term sustainability.

Priority Problem Statement and Root Causes

Problem Statement

Student achievement is below the district average in math, reading and science.

Root Cause

Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

Problem Statement

With 53.3% Emergent Bilinguals, 26.8% Special Education, and 72.1% Economically Disadvantaged, McRoberts serves a student body with a significantly higher percentage of at-risk learners compared to district averages.

Root Cause

The high concentration of EB and SPED students requires increased staffing, training, and targeted instructional strategies.

Problem Statement

Despite established systems such as PBIS, CHAMPS, and MTSS-B, discipline data indicates a high frequency of incidents related to physical contact and noncompliance, particularly in classrooms.

Root Cause

The high frequency of discipline incidents is rooted in inconsistent Tier 1 implementation of behavior expectations across classrooms, limited teacher capacity with de-escalation and restorative strategies, and insufficient targeted supports for students demonstrating repeated or high-level behaviors. Additionally, a lack of student engagement in lessons also leads to behavior incidents.

Problem Statement

Parents are currently not actively engaged in PFE activities due to barriers such as language, work schedules and not knowing how to fully support their child's educational needs.

Root Cause

Language, work schedules, and competing responsibilities limit equitable opportunities for some families to participate.

Problem Statement

While McRoberts has strong traditions and recognition practices, staff feedback indicates that morale is inconsistent, with some employees expressing concerns about workload, balance, and long-term sustainability.

Root Cause

Increased demands on educators, combined with relatively low pay and limited opportunities for professional growth, contribute to stress and lower morale.

Focus Areas for the 2026–2027 School Year

Based on the Comprehensive Needs Assessment and root cause analysis, McRoberts identified four broad focus areas for the 2026–2027 school year:

1. Student Achievement, Growth, and Acceleration in Core Academic Areas
2. Student Behavior, Social-Emotional Well-Being, and Effective MTSS Systems
3. Increased Parent and Family Academic Engagement
4. Positive School Culture, Staff Support, Morale, and Sustainability

Demographics

Demographics Summary

McRoberts Elementary is a Pre-Kindergarten through fifth-grade Bilingual Title I campus in Katy Independent School District. The campus opened in 1997 and serves a diverse student population with a wide range of academic, linguistic, behavioral, and specialized instructional needs. McRoberts houses several specialized programs, including the Early Childhood Autism Program (ECAP), Young Childhood Autism Program (YCAP), Life Skills, and both monolingual and bilingual Early Childhood Special Education (ECSE).

For the 2025–2026 school year, McRoberts served approximately 819 students. The student population was 61% Hispanic, 24% African American, 8% White, 5% Asian, and 2% Two-or-More Races. The diversity of the student body is an important characteristic of the campus and requires instructional practices, communication systems, and student supports that are responsive to a wide range of backgrounds and needs.

McRoberts serves a significant population of students participating in specialized instructional programs. Approximately 53% of students are identified as Emergent Bilingual, 27% receive Special Education services, and 3% are identified as Gifted and Talented. In addition, 71% of students are identified as economically disadvantaged. These demographic characteristics reinforce the importance of high-quality Tier 1 instruction, appropriate linguistic and instructional supports, effective differentiation, targeted intervention, progress monitoring, and coordination among general education and specialized instructional staff.

As a Bilingual Title I campus, McRoberts utilizes local, state, and federal resources to provide supplemental academic intervention, instructional resources, professional learning, technology, parent and family engagement opportunities, and other supports designed to increase access and achievement for students who are at risk of not meeting grade-level expectations.

Student attendance continues to warrant attention. The 2025–2026 attendance rate was 94.54%, which was above the state average but remained below the district target of 95.5%. The campus also experiences mobility above the district average, which can affect continuity of instruction, intervention, student relationships, and progress monitoring for students entering or leaving the campus during the school year.

McRoberts employs approximately 125 teachers, professional staff members, and paraprofessionals to serve its student population and specialized programs. More than 98% of McRoberts teachers are ESL certified, providing significant campus capacity to support the large Emergent Bilingual population. The campus also provides mentoring, instructional coaching, professional development, collaborative planning, and ongoing feedback to support staff effectiveness.

Teacher retention has remained high over the past three years. Maintaining a stable staff is particularly important at McRoberts because the campus's large Emergent Bilingual, Special Education, economically disadvantaged, and specialized-program populations require educators who understand students' individual needs, campus instructional systems, and the community being served.

Overall, McRoberts' demographics reflect a diverse and high-needs student population with significant assets as well as complex instructional needs. The campus's improvement efforts must therefore emphasize equitable access to rigorous grade-level instruction, strong linguistic and specialized supports, timely intervention, effective progress monitoring, meaningful family partnership, and the intentional allocation of personnel and supplemental resources based on identified student needs.

Demographics Strengths

Diversity and Inclusive School Community

McRoberts Elementary serves a highly diverse student population representing a wide range of cultural, linguistic, racial, academic, and individual backgrounds. This diversity strengthens the campus community by providing students with regular opportunities to learn, collaborate, and build relationships with peers whose backgrounds and experiences may

differ from their own. The campus's specialized programs, including ECAP, YCAP, Life Skills, and monolingual and bilingual ECSE, further contribute to an inclusive environment in which students with varying abilities and needs are valued as members of the school community.

Strong Capacity to Serve Emergent Bilingual Students

Emergent Bilingual students comprise approximately 53% of the McRoberts student population, making bilingual and ESL programming a central component of the campus. More than 98% of teachers are ESL certified, providing substantial campuswide capacity to incorporate linguistic supports and address the needs of Emergent Bilingual students throughout the instructional day.

Comprehensive Specialized Student Services

McRoberts has established a broad continuum of services to address the needs of its diverse student population. Approximately 27% of students receive Special Education services, and the campus provides specialized programming including ECAP, YCAP, Life Skills, ECSE, dyslexia services, bilingual/ESL services, intervention, and other academic and behavioral supports. The availability of these programs allows students with differing needs to access appropriate services within their home campus.

Stable and Highly Qualified Staff

McRoberts employs approximately 125 teachers, professional staff members, and paraprofessionals. Teacher retention has remained high, providing students with continuity in instruction, relationships, and campus systems. New staff members are supported through mentoring, instructional coaching, professional development, collaborative planning, and ongoing feedback. The combination of staff stability and high levels of ESL certification is particularly valuable given the academic and linguistic needs of the student population.

Title I and Supplemental Resources

As a Title I campus serving a student population that is approximately 71% economically disadvantaged, McRoberts is able to strategically utilize federal, state, district, and campus resources to supplement the core instructional program. These resources support intervention, instructional materials, technology, professional learning, staffing, and parent and family engagement activities designed to increase equitable access to learning opportunities.

Family and Community Investment in Education

McRoberts families demonstrate a strong connection to the school community and value their children's educational success. Family participation in campus activities, PTA events, and school traditions provides a strong foundation upon which the campus can build deeper academic family engagement.

Problem Statements Identifying Demographics Needs

Problem Statement 1: McRoberts Elementary's Average Daily Attendance Rate was 94.55% for the 2025-2026 school year, which remains below the district target of 95.5%

Root Cause: Barriers associated with family circumstances, economic disadvantage, and inconsistent attendance habits contribute to student absences and reduce access to continuous instruction

Problem Statement 2 (Prioritized): PME serves a large population of students requiring specialized academic, linguistic, and instructional supports, including Emergent Bilingual students, students receiving Special Education services, and economically disadvantaged students. Ensuring consistent access to appropriately differentiated instruction and coordinated support across classrooms and programs remains an ongoing campus needs.

Root Cause: The complexity and range of student needs require strong coordination among general education teachers, specialized instructional staff, intervention personnel, and campus leadership, as well as continued staff development in differentiated, linguistic, and specialized instructional practices.

Student Learning

Student Learning Summary

Overall Achievement

McRoberts Elementary earned an overall 2026 accountability rating of 80/B, including a 74/C in Student Achievement, 80/B in School Progress, and 81/B in Closing the Gaps. The School Progress rating was driven by both academic growth and the campus's performance relative to schools serving similar percentages of economically disadvantaged students.

Across all 2026 STAAR assessments in Reading/Language Arts, Mathematics, and Science, 69% of tests were at Approaches Grade Level or above, 45% were at Meets Grade Level or above, and 23% were at Masters Grade Level. Compared with 2025 results of 72% Approaches, 46% Meets, and 20% Masters, overall achievement remained relatively stable while the percentage of tests at the Masters level increased by three percentage points.

Student growth remains an important component of the campus academic picture. McRoberts earned a 2026 Academic Growth score of 68. Of 475 STAAR tests evaluated for annual growth in Reading/Language Arts and Mathematics, 291 earned the full growth point, 35 earned one-half point, and 149 earned no growth points. The annual growth score was 65, while the Accelerated Learning score was 36, indicating a continued need to accelerate the performance of students who previously did not meet grade-level standards.

MAP Growth results provide an additional K–5 measure of student achievement. At the conclusion of the 2025–2026 school year, the campus median achievement percentile was 63rd in Mathematics, 53rd in English Reading, 67th in Spanish Reading, and 65th in Science. These results indicate that campuswide achievement is at or above national norms in several areas while also revealing meaningful differences among grade levels and student groups.

Reading/Language Arts

On the 2026 STAAR Reading/Language Arts assessment, 74% of tests were at Approaches Grade Level or above, 53% were at Meets Grade Level or above, and 30% were at Masters Grade Level. Compared with 2025, Approaches decreased from 78% to 74% and Meets decreased from 55% to 53%; however, Masters increased from 25% to 30%. The increase at Masters represents a positive shift in the percentage of students demonstrating higher levels of reading comprehension and analysis.

Achievement varied across student groups. At Meets Grade Level or above, African American students performed at 49%, Hispanic students at 53%, White students at 45%, Asian students at 80%, and the High Focus group at 49%. Current Emergent Bilingual students achieved 46% Meets or above, while current Special Education students achieved 18%. These results indicate that increasing achievement for students receiving Special Education services remains a significant instructional need.

STAAR growth results were stronger than achievement results in Reading/Language Arts, with an academic growth score of 70%. MAP English Reading results showed a campus Spring 2026 achievement median at the 53rd percentile and a winter-to-spring growth median at the 51st percentile, indicating generally typical growth campuswide but substantial differences by grade. Spring MAP Reading achievement ranged from the 32nd percentile in Kindergarten and 47th percentile in Grade 4 to the 61st percentile in Grade 5.

Spanish Reading MAP results provide additional evidence related to the campus bilingual program. Campus Spring 2026 achievement was at the 67th percentile, with particularly strong achievement in Grades 1, 3, and 5. Winter-to-spring growth, however, was less consistent, with a campus growth median at the 46th percentile and significant differences among grade levels. This suggests a need to maintain strong Spanish literacy achievement while increasing consistency in student growth across the bilingual program.

Mathematics

On the 2026 STAAR Mathematics assessment, 69% of tests were at Approaches Grade Level or above, 43% were at Meets Grade Level or above, and 19% were at Masters Grade Level. Compared with 2025, Approaches remained at 69%, Meets increased from 41% to 43%, and Masters increased from 18% to 19%. Mathematics therefore showed modest improvement following the declines experienced during the previous year, although achievement remains an area requiring continued improvement.

Performance differed among student groups. At Meets Grade Level or above, African American students achieved 42%, Hispanic students 40%, White students 59%, Asian students 87%, and the High Focus group 40%. Current Emergent Bilingual students achieved 36% Meets or above, while current Special Education students achieved 19%.

MAP Mathematics results present a comparatively positive picture of achievement and growth across the full K–5 program. Spring 2026 campus achievement was at the 63rd percentile nationally, with Grades 1–4 each performing at or above the 65th percentile. The winter-to-spring campus growth median was at the 59th percentile, with especially strong growth in Grades 2, 4, and 5. These results suggest that mathematics instruction is producing positive growth for many students while STAAR performance indicates a continued need to strengthen application of grade-level standards and increase the number of students reaching Meets and Masters.

Science

Science represents the most significant content-area achievement concern in the 2026 STAAR results. 53% of students achieved Approaches Grade Level or above, 30% achieved Meets Grade Level or above, and 14% achieved Masters Grade Level. Compared with 2025, Approaches decreased from 66% to 53% and Meets decreased from 35% to 30%. Masters, however, increased from 10% to 14%, indicating improved performance among a smaller group of higher-achieving students while overall grade-level mastery declined.

Student-group differences were also evident in Science. African American students achieved 16% Meets or above, Hispanic students 36%, White students 0%, Asian students 29%, and the High Focus group 31%. Because some student groups contain relatively small numbers of students, individual percentages should be interpreted cautiously; nevertheless, the overall campus results clearly identify Science as an area requiring focused attention.

MAP Science achievement provides a contrasting indicator. Fifth-grade students achieved a Spring 2026 median at the 65th national percentile, with 55% of tested students scoring above the 60th percentile. The difference between MAP achievement and STAAR Science results suggests a need to examine alignment among instruction, standards, assessment demands, scientific reasoning, and students' ability to apply content knowledge in STAAR-aligned contexts.

TELPAS

Emergent Bilingual students demonstrated improvement in English language proficiency during 2025–2026. The 2026 accountability report identifies a TELPAS Progress Rate of 47%, with 142 of 301 evaluated students demonstrating the required progress. This exceeded the 2026 accountability target of 40% and improved from the reported 2025 progress rate of 42%. McRoberts earned all available Closing the Gaps points for Progress in Achieving English Language Proficiency.

Summary of Trends

Multiple data sources indicate that McRoberts students demonstrate meaningful academic strengths while also identifying areas requiring continued improvement. Reading continues to be the strongest STAAR-tested content area, including an increase to 30% Masters, while Mathematics demonstrated modest year-over-year improvement at Meets and Masters. Science declined substantially at Approaches and Meets and represents the clearest content-area achievement priority.

MAP results show stronger achievement than STAAR results in several areas, particularly Mathematics, Spanish Reading, and Science. MAP growth was above the national median in Mathematics and near the national median in English Reading, while Spanish Reading growth was less consistent across grade levels. The difference between MAP achievement and STAAR performance reinforces the need to focus not only on student acquisition of skills and knowledge, but also on rigorous application of grade-level standards across varying contexts.

Student-group data continue to demonstrate substantial achievement gaps, most notably for students receiving Special Education services. Current Special Education students achieved 18% Meets or above across all STAAR subjects, compared with 45% for all students. Current Emergent Bilingual students achieved 40% Meets or above across all subjects, five percentage points below the campus average. These results support continued emphasis on strong Tier 1 instruction, appropriate differentiation and accommodations, targeted intervention, progress monitoring, and the intentional use of student data to plan instruction.

Finally, academic growth data demonstrate that many students are progressing, but acceleration remains a significant need. While 61% of STAAR tests evaluated for annual growth earned the full growth point, only 49 of 137 students in the Accelerated Learning calculation earned the available point. Increasing the rate at which students who begin below grade

level close academic gaps should remain a central focus of the 2026–2027 instructional program.

Student Learning Strengths

Overall Academic Performance and Growth

McRoberts Elementary earned an overall B rating (80) in the 2026 accountability system, including a B in School Progress (80) and a B in Closing the Gaps (81). The campus also earned three distinction designations: Academic Achievement in Science, Postsecondary Readiness, and Top 25 Percent: Comparative Closing the Gaps. McRoberts was not identified for Comprehensive, Targeted, or Additional Targeted Support.

Student growth is a relative strength of the campus. Of the 475 Reading/Language Arts and Mathematics STAAR assessments evaluated for annual growth, 291 assessments, or 61%, earned the full annual-growth point. McRoberts earned an Academic Growth score of 68 and narrowly missed the comparison-group threshold for the Top 25 Percent Comparative Academic Growth distinction.

Reading/Language Arts

Reading/Language Arts continues to be the strongest STAAR-tested content area. In 2026, 74% of students achieved Approaches Grade Level or above, 53% achieved Meets Grade Level or above, and 30% achieved Masters Grade Level. Masters performance represents a particular strength, with nearly one-third of RLA assessments demonstrating advanced mastery. African American students achieved 31% Masters, Hispanic students achieved 29% Masters, and Asian students achieved 60% Masters.

MAP Reading data provide additional evidence of strength in several grade levels. Spring 2026 English Reading achievement was at the 53rd national percentile overall, with Grades 2, 3, and 5 finishing at or above the national median. Grade 3 finished at the 59th percentile and Grade 5 at the 61st percentile.

Mathematics

MAP Mathematics results demonstrate strong achievement across much of the K–5 instructional program. The campus finished Spring 2026 at the 63rd national percentile in Mathematics, with Grades 1, 2, and 3 each at the 66th percentile and Grade 4 at the 65th percentile.

Mathematics also demonstrated positive student growth. The campus winter-to-spring MAP Mathematics growth median was at the 59th percentile, with Grade 2 at the 60th percentile, Grade 4 at the 62nd percentile, and Grade 5 at the 67th percentile. On STAAR, several mathematics indicators ranked in the top quartile of McRoberts' comparison group, including Accelerated Student Learning in Mathematics (39%) and Grade 3 Mathematics Masters (20%).

Science

Although overall STAAR Science achievement remains an area requiring improvement, McRoberts demonstrated notable areas of high performance. The campus earned the Academic Achievement in Science distinction, and Grade 5 Science Masters performance ranked in the top quartile of the campus comparison group.

MAP Science results also demonstrate a strong foundation. Fifth-grade students finished Spring 2026 at the 65th national percentile in Science, with more than half of tested students scoring above the 60th percentile nationally.

Emergent Bilingual and Spanish Literacy Performance

English language development was a significant strength in the 2026 accountability results. McRoberts earned 100% of the available points for English Language Proficiency, with 47% of evaluated Emergent Bilingual students demonstrating the required TELPAS progress, exceeding the accountability target of 40%.

Spanish literacy achievement is also a campus strength. Spring 2026 Spanish Reading MAP achievement was at the 67th national percentile overall. Grade 1 finished at the 73rd percentile, Grade 3 at the 81st percentile, and Grade 5 at the 79th percentile. Grade 4 Spanish Reading also demonstrated particularly strong winter-to-spring growth at the 80th percentile.

Closing Achievement Gaps

McRoberts earned the Top 25 Percent: Comparative Closing the Gaps distinction, indicating that the campus's performance in Closing the Gaps compared favorably with similar campuses. The campus earned an 81/B in the domain and met all available English Language Proficiency targets.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student performance is inconsistent across content areas and grade levels, and too many students are not consistently demonstrating mastery of grade-level standards.

Root Cause: There is variability in the planning and delivery of standards-aligned instruction at the intended depth and complexity of the TEKS. Teachers need continued support in designing rigorous learning tasks, providing meaningful opportunities for academic discourse and active student engagement, and adjusting instruction when students have not yet demonstrated mastery.

Problem Statement 2 (Prioritized): Students who enter instruction below grade-level expectations, including students receiving specialized and language supports, are not consistently accelerating at a rate sufficient to close existing achievement gaps.

Root Cause: The use of assessment data to identify precise student needs, form flexible instructional groups, select targeted interventions, and monitor student response is not yet consistent across the campus. Teachers need continued support in using multiple data sources to plan differentiated small-group instruction, implement appropriate instructional supports, and make adjustments based on student needs.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment

Instruction at McRoberts Elementary is guided by the Texas Essential Knowledge and Skills (TEKS), Katy ISD curriculum resources and unit plans, English Language Proficiency Standards (ELPS), and district-adopted instructional materials. Grade-level teams collaborate to study standards, identify intended levels of rigor, plan aligned learning experiences, review student work, and determine appropriate supports for students.

For the 2026–2027 school year, campus instructional improvement is centered on Target, Design, and Engage. Teachers are expected to use student evidence to identify specific learning needs, intentionally design standards-aligned instruction in response to those needs, and provide learning experiences characterized by active participation, meaningful academic discourse, and rigor. Small-group instruction, academic vocabulary, checks for understanding, differentiation, and opportunities for students to explain and apply their thinking are emphasized across content areas.

Assessment practices include MAP Growth, STAAR, TELPAS, district assessments, curriculum-embedded assessments, common formative assessments, classroom assessments, and ongoing progress monitoring. Teachers and instructional leaders use multiple sources of evidence to identify student needs, monitor progress, form and adjust instructional groups, plan reteaching and enrichment, and evaluate the effectiveness of instruction. The campus continues to strengthen consistency in the use of assessment information to make timely instructional decisions.

Behavior

McRoberts Elementary uses a multi-tiered approach to student behavior that includes PBIS, CHAMPS, MTSS-B, Purposeful People, Action Based Learning, social-emotional learning, and classroom-based behavior supports. Campus expectations are explicitly taught, modeled, reinforced, and monitored across school settings.

Behavior data indicate that physical contact, noncompliance, inappropriate language, and repeated behaviors among a relatively small number of students continue to result in lost instructional time. The campus therefore continues to focus on strengthening Tier 1 classroom management, increasing consistency in implementation of schoolwide expectations, improving proactive reinforcement, and providing timely Tier 2 and Tier 3 behavioral supports. Discipline and MTSS-B data are reviewed regularly to identify patterns, repeat behaviors, disproportionality, and needed adjustments to student supports. The current CIP identifies inconsistent implementation of Tier 1 behavioral expectations and targeted interventions as areas requiring continued attention.

Professional Development and Collaboration

McRoberts provides teachers with structured opportunities for collaborative planning, professional learning, coaching, and feedback. Grade-level teams participate in protected collaborative planning in which teachers and instructional leaders analyze standards, study instructional materials, review assessment information, anticipate misconceptions, and plan differentiated learning experiences.

Professional development is provided through campus professional learning, coaching cycles, Learning Labs, learning walks, faculty meetings, team meetings, and individualized support. New teachers receive additional mentoring and induction support through Dolphins Academy and campus mentors. Professional learning priorities are informed by student achievement data, walkthrough trends, T-TESS evidence, staff needs, and campus improvement priorities.

The campus is working to increase the connection between professional learning and measurable changes in classroom practice. Coaching and feedback will emphasize implementation of high-quality Tier 1 instruction, standards alignment, effective lesson design, student engagement, academic discourse, formative assessment, small-group instruction, and classroom management.

Leadership and Decision-Making

Campus leadership uses a collaborative structure to support instructional quality, student services, compliance, and campus operations. For 2026–2027, instructional leadership is organized into PK–2 and Grades 3–5 support teams, with assistant principals, instructional coordinators, and instructional coaches providing grade-band support. The Emergent Bilingual Specialist and counselor support students and staff across grade levels.

The principal provides oversight and alignment across campus systems. Leadership team members use classroom walkthroughs, student performance data, MTSS information, discipline data, staff feedback, and program implementation evidence to identify needs and determine appropriate supports. Leadership responsibilities are distributed to increase access to coaching, feedback, instructional planning support, behavior support, and problem solving.

Campus decision-making is supported through the Campus Leadership Team and other campus committees. Improvement decisions are expected to be grounded in evidence and aligned to identified needs rather than implemented as isolated initiatives.

Organization and Context

The campus master schedule is designed to protect core instructional time and provide opportunities for intervention, enrichment, collaborative planning, and specialized student services. Reading/Language Arts and Mathematics receive substantial instructional blocks, and targeted small-group instruction is incorporated into the school day.

McRoberts serves a diverse student population through a variety of specialized programs and services, including bilingual and ESL programming, Special Education, Early Childhood Autism Program (ECAP), Young Childhood Autism Program (YCAP), Life Skills, Early Childhood Special Education (ECSE), dyslexia services, intervention, counseling, and other student supports. The concentration of Emergent Bilingual, Special Education, economically disadvantaged, and at-risk students requires coordination among general education teachers, specialized staff, intervention personnel, and campus leadership.

Support Services and MTSS

McRoberts utilizes Multi-Tiered Systems of Support to identify students requiring additional academic, behavioral, linguistic, or social-emotional support. Classroom teachers, administrators, instructional staff, counselors, specialists, and families collaborate to identify needs and determine appropriate interventions.

The campus has established MTSS structures; however, consistency of intervention implementation, documentation, progress monitoring, and follow-up remains an area for continued improvement. For 2026–2027, increased emphasis will be placed on defining the specific student need, selecting an appropriate intervention, establishing measurable progress-monitoring criteria, reviewing student response at predetermined intervals, and adjusting support based on evidence.

Small-group instruction during the school day remains the primary academic intervention model, supplemented by tutorials and specialized services when appropriate.

Extracurricular and Co-Curricular Opportunities

McRoberts provides students with opportunities to develop leadership, interests, talents, and connections to the school community through Student Leadership, Safety Patrol, fine arts, academic activities, clubs, physical activity, and other campus-based enrichment opportunities.

These opportunities support student belonging, leadership, collaboration, responsibility, and engagement beyond the core academic program.

Technology Integration

McRoberts is a 1:1 technology campus with student access to district-supported digital devices, classroom instructional technology, and online instructional resources. Technology is used to support core instruction, differentiated practice, intervention, enrichment, assessment, communication, and student access to instructional content.

Digital resources such as Canvas, Waggle, HMH platforms, Zearn, Imagine Learning, MAP Growth-related resources, and other district- or campus-supported programs supplement classroom instruction. Technology and software purchases are expected to address identified academic needs and provide measurable instructional value rather than function as stand-alone programs. The existing CIP identifies technology as an established component of daily instruction and student access.

Communication

McRoberts communicates with families through multiple methods, including FinalSite, Remind, campus newsletters, the Katy ISD app, Canvas, Home Access Center, social media, telephone communication, conferences, and campus events. Communication is provided in English and Spanish when appropriate to increase access for families.

The campus continues to focus on making communication timely, understandable, and actionable. In addition to providing information to families, McRoberts seeks to strengthen two-way communication so parents understand student progress, available supports, academic expectations, attendance expectations, and ways they can contribute to their child's success. The current plan identifies multiple communication platforms as an established campus system while also recognizing that families do not access all platforms consistently.

School Processes & Programs Strengths

Collaborative Planning and Instructional Support

McRoberts Elementary provides structured opportunities for teachers to collaborate around curriculum, instruction, assessment, and student needs. Grade-level teams participate in protected planning, data analysis, and professional learning supported by instructional leaders. Teachers have access to coaching, Learning Labs, learning walks, and feedback designed to strengthen classroom practice. The existing campus structure provides a strong foundation for continued implementation of the campus instructional focus on Target, Design, and Engage.

Professional Learning and New Teacher Support

The campus has established systems to develop and support staff through job-embedded professional learning, coaching, mentoring, and ongoing feedback. New teachers receive additional support through Dolphins Academy and campus mentors, with emphasis on instructional practices, classroom management, and campus systems. Professional learning is connected to student data, T-TESS evidence, walkthrough trends, and identified campus needs.

Use of Multiple Sources of Student Data

McRoberts has access to a comprehensive assessment system that includes STAAR, MAP Growth, TELPAS, district assessments, curriculum-based assessments, formative assessments, and classroom evidence. Teachers and instructional leaders regularly have opportunities to review student performance and use the information to identify instructional needs, plan reteaching and enrichment, and determine additional student supports.

Master Schedule and Instructional Organization

The campus master schedule protects substantial core instructional blocks in Reading/Language Arts and Mathematics while also providing opportunities for intervention, enrichment, specialized services, and collaborative planning. Small-group instruction is incorporated into the instructional day so students can receive targeted support without relying exclusively on before- or after-school intervention.

Comprehensive Student Support Structure

McRoberts provides a broad continuum of academic, behavioral, linguistic, and social-emotional supports. Specialized programming includes bilingual and ESL services, Special Education, ECAP, YCAP, Life Skills, ECSE, dyslexia services, counseling, intervention, and MTSS structures. The range of available services provides the campus with the capacity to respond to the diverse needs of its student population.

Established Behavior Support Framework

McRoberts has established campuswide behavior systems that include PBIS, CHAMPS, MTSS-B, Purposeful People, and social-emotional supports. Expectations and intervention structures are in place, and discipline data are reviewed to identify patterns, repeated behaviors, disproportionality, and students requiring additional support. These established systems provide a strong foundation for improving consistency of Tier 1 implementation and targeted behavioral intervention.

Technology Access and Instructional Resources

McRoberts is a 1:1 campus with student access to digital devices and classroom instructional technology. Teachers and students utilize district- and campus-supported resources including Canvas, HMH, Zearn, Imagine Learning, and other digital instructional tools to support core instruction, differentiated practice, intervention, assessment, and enrichment.

Student Leadership and Enrichment Opportunities

Students have access to leadership and enrichment experiences including Student Leadership, Safety Patrol, clubs, fine arts, academic activities, and other campus opportunities. These programs increase student connection to the school community and provide opportunities to develop leadership, responsibility, collaboration, and individual interests.

Communication and Family Access

The campus maintains multiple systems for communicating with families, including FinalSite, Remind, campus newsletters, Canvas, Home Access Center, the Katy ISD app, social media, conferences, and school events. Bilingual communication supports access for the campus's diverse families and provides parents with multiple opportunities to remain informed about school programs and student progress.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized):

McRoberts has established academic and behavioral MTSS structures; however, interventions, progress monitoring, documentation, and follow-up are not implemented with consistent fidelity across classrooms and grade levels.

Root Cause: Campus expectations for selecting targeted interventions, establishing measurable goals, determining progress-monitoring methods and frequency, documenting implementation, and responding to student progress are not yet consistently understood and applied by all staff.

Problem Statement 2 (Prioritized): Discipline data indicates a high frequency of incidents involving physical contact and noncompliance, particularly in classroom settings. The campus needs strengthened and consistent implementation of PBIS, aligned with CHAMPS and MTSS-B, to reinforce schoolwide expectations, increase positive student behavior, and reduce disruptions to instructional time.

Root Cause: Implementation of Tier 1 behavior expectations, proactive reinforcement, classroom management practices, and student engagement strategies is inconsistent across classrooms. In addition, targeted Tier 2 and Tier 3 behavioral supports are not always implemented early or consistently enough to prevent repeated behaviors from escalating.

Perceptions

Perceptions Summary

Culture & Climate

Survey and stakeholder feedback indicate that McRoberts Elementary is viewed as a safe, welcoming, and inclusive school community. Students generally report feeling connected to their teachers and school, while staff value collaboration, recognition, and supportive relationships. Campus traditions, student activities, and opportunities for staff and families to participate in the school community contribute to a positive sense of belonging.

Staff feedback also identifies opportunities for continued improvement. The campus Staff Pulse Survey identified strengths in appreciation, career growth, job satisfaction, and relationships with supervisors, while colleague relationships and aspects of school management were identified as areas requiring continued attention. Workload, communication, behavior challenges, and sustainability also influence staff perceptions of campus climate.

Parent Engagement

McRoberts families demonstrate strong participation in large campus and community events, including Meet the Teacher, PTA activities, celebrations, and other schoolwide events. These activities contribute to positive relationships between families and the school and demonstrate that families value connection to the McRoberts community.

Participation is less consistent in activities specifically designed to help families understand curriculum, student achievement, intervention, or ways to support learning at home. Language differences, work schedules, family responsibilities, and varying levels of familiarity with school systems can create barriers to participation. The campus will continue to increase accessible, flexible, and meaningful opportunities for families to engage in their children's education.

Community Partnerships

McRoberts benefits from relationships with local businesses, organizations, volunteers, PTA, and community members who contribute resources, time, sponsorships, and support for students and staff. These partnerships expand opportunities available to the campus and strengthen connections between the school and the surrounding community.

Continued development of strategic partnerships provides an opportunity to connect community resources more intentionally to identified student, family, and campus needs.

Communication

McRoberts communicates regularly with families through multiple platforms, including FinalSite, Remind, campus newsletters, the Katy ISD app, Home Access Center, Canvas, social media, telephone communication, conferences, and campus events. Bilingual communication is provided to increase accessibility for families.

While families have access to multiple sources of information, the number of communication platforms can also create challenges. Not all families consistently access the same platforms, and differences in language, technology access, schedules, and communication preferences can affect whether important information is received and understood. The campus will continue working toward communication that is timely, clear, accessible, and increasingly two-way.

Staff Retention & Morale

Teacher retention has been high over the last three years. Staff feedback identifies recognition, positive relationships, campus traditions, mentoring, professional development, and administrative support as factors that contribute positively to the employee experience.

At the same time, staff perceptions of morale are not uniform. Workload, behavior challenges, salary and the increasing demands placed on educators can negatively affect staff well-being and long-term sustainability. Continued attention to professional support, recognition, collaboration, effective campus systems, and opportunities for professional growth remains important.

Student Voice

Student feedback gathered through surveys, classroom conversations, and other campus interactions indicates that most students feel safe, included, and connected to the McRoberts community. Students have opportunities to build relationships and participate in leadership, extracurricular, and enrichment activities that strengthen their sense of belonging.

The campus will continue to consider student perceptions when evaluating school climate, behavior systems, safety, belonging, and opportunities for student participation and leadership.

Our Mission

The Polly Ann McRoberts community is dedicated to facilitating academic excellence throughout our diverse learning population in a secure and nurturing environment.

Perceptions Strengths

- **Positive and Inclusive Campus Climate**

McRoberts Elementary is perceived by students, staff, and families as a safe, welcoming, and inclusive school community. Students generally report feeling connected to their teachers and campus, and staff value the collaborative relationships and sense of community that exist within the school.

Strong Family Connection to the School Community

Families demonstrate strong participation in major campus and PTA events, including Meet the Teacher, school celebrations, and community activities. These events are well attended and provide opportunities for families to build relationships with staff and strengthen their connection to McRoberts.

Community Partnerships and Volunteer Support

McRoberts benefits from partnerships with local businesses, organizations, PTA, volunteers, and community members who contribute resources, time, sponsorships, and support to students, families, and staff. These relationships expand the resources available to the campus and strengthen the connection between the school and community.

Multiple and Accessible Communication Channels

Families have access to school information through multiple communication platforms, including FinalSite, Remind, campus newsletters, the Katy ISD app, Home Access Center, Canvas, social media, conferences, and direct communication with staff. Bilingual communication increases accessibility for the campus's diverse families.

Staff Recognition, Support, and Professional Growth

Staff feedback identifies appreciation, career growth, job satisfaction, and relationships with supervisors as areas of strength. Campus recognition activities, mentoring, professional development, staff traditions, and opportunities for collaboration contribute positively to the employee experience. Teacher retention improved in 2024–2025 and increased slightly again in 2025–2026.

Student Belonging and School Pride

Student feedback indicates that most students feel safe, included, and proud to be members of the McRoberts community. Opportunities for leadership, enrichment, extracurricular participation, and positive relationships with adults contribute to students' sense of belonging and connection to school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): McRoberts families demonstrate strong participation in schoolwide and community events; however, participation is less consistent in opportunities specifically designed to help families understand student progress, academic expectations, intervention, and strategies for supporting learning at home.

Root Cause: Language differences, work schedules, competing family responsibilities, and varying familiarity with school systems create barriers to participation in academic family engagement opportunities. In addition, the use of multiple communication platforms can make it difficult for some families to consistently identify and access the information & opportunities most relevant to their child's learning.

Problem Statement 2: Although teacher retention has remained high and staff identify multiple positive aspects of the employee experience, staff perceptions of morale and long-term sustainability are not consistently positive.

Root Cause: Workload, student behavior challenges, salary concerns, and increasing professional demands contribute to staff stress and can negatively affect morale. Continued attention to effective campus systems, professional support, collaboration, recognition, and opportunities for growth is needed to help mitigate factors within the campus's influence.

Priority Problem Statements

Problem Statement 1: Student performance is inconsistent across content areas and grade levels, and too many students are not consistently demonstrating mastery of grade-level standards.

Root Cause 1: There is variability in the planning and delivery of standards-aligned instruction at the intended depth and complexity of the TEKS. Teachers need continued support in designing rigorous learning tasks, providing meaningful opportunities for academic discourse and active student engagement, and adjusting instruction when students have not yet demonstrated mastery.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: PME serves a large population of students requiring specialized academic, linguistic, and instructional supports, including Emergent Bilingual students, students receiving Special Education services, and economically disadvantaged students. Ensuring consistent access to appropriately differentiated instruction and coordinated support across classrooms and programs remains an ongoing campus needs.

Root Cause 2: The complexity and range of student needs require strong coordination among general education teachers, specialized instructional staff, intervention personnel, and campus leadership, as well as continued staff development in differentiated, linguistic, and specialized instructional practices.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Discipline data indicates a high frequency of incidents involving physical contact and noncompliance, particularly in classroom settings. The campus needs strengthened and consistent implementation of PBIS, aligned with CHAMPS and MTSS-B, to reinforce schoolwide expectations, increase positive student behavior, and reduce disruptions to instructional time.

Root Cause 3: Implementation of Tier 1 behavior expectations, proactive reinforcement, classroom management practices, and student engagement strategies is inconsistent across classrooms. In addition, targeted Tier 2 and Tier 3 behavioral supports are not always implemented early or consistently enough to prevent repeated behaviors from escalating.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: McRoberts families demonstrate strong participation in schoolwide and community events; however, participation is less consistent in opportunities specifically designed to help families understand student progress, academic expectations, intervention, and strategies for supporting learning at home.

Root Cause 4: Language differences, work schedules, competing family responsibilities, and varying familiarity with school systems create barriers to participation in academic family engagement opportunities. In addition, the use of multiple communication platforms can make it difficult for some families to consistently identify and access the information & opportunities most relevant to their child's learning.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: McRoberts has established academic and behavioral MTSS structures; however, interventions, progress monitoring, documentation, and follow-up are not implemented with consistent fidelity across classrooms and grade levels.

Root Cause 5: Campus expectations for selecting targeted interventions, establishing measurable goals, determining progress-monitoring methods and frequency, documenting implementation, and responding to student progress are not yet consistently understood and applied by all staff.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Students who enter instruction below grade-level expectations, including students receiving specialized and language supports, are not consistently accelerating at a rate sufficient to close existing achievement gaps.

Root Cause 6: The use of assessment data to identify precise student needs, form flexible instructional groups, select targeted interventions, and monitor student response is not yet consistent across the campus. Teachers need continued support in using multiple data sources to plan differentiated small-group instruction, implement appropriate instructional supports, and make adjustments based on student needs.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Community Based Accountability System (CBAS)

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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability

- 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
- Evaluation(s) of professional development implementation and impact
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Performance Objective 1: By June 2027, McRoberts Elementary will maintain 100% compliance with district and state campus safety requirements, including required emergency drills, safety audits, secured-entry procedures, visitor management, and staff/student identification protocols, while using safety data and stakeholder feedback to identify and address areas for continuous improvement.

Evaluation Data Sources: Required emergency drill logs and documentation
 Katy ISD and state safety audit results
 Campus safety walkthroughs/checklists
 Visitor management and secured-entry records
 Student and staff safety survey results
 Safety/security incident reports

Strategy 1 Details	Reviews			
Strategy 1: McRoberts Elementary will complete 100% of required emergency drills, safety audits, and mandated safety procedures within established district and state timelines. Campus leadership will review drill performance and safety findings and address identified concerns through follow-up actions, staff communication, and retraining when necessary. Strategy's Expected Result/Impact: All required drills and safety procedures will be completed within required timelines. Identified safety concerns will be documented and addressed promptly, resulting in increased staff and student preparedness for emergency situations. Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Safety Coordinator ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: McRoberts Elementary will consistently implement and monitor campus access-control procedures, including secured exterior doors, controlled entry, visitor identification and sign-in procedures, and required staff and student identification protocols. Strategy's Expected Result/Impact: Campus access procedures will be implemented consistently throughout the school year, reducing opportunities for unauthorized access and maintaining a secure environment for students and staff. Staff Responsible for Monitoring: Principal, Assistant Principals, Front Office Team, Campus Safety Coordinator - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: McRoberts Elementary will provide required and ongoing training to staff and age-appropriate instruction to students regarding emergency procedures, campus safety expectations, reporting concerns, supervision responsibilities, and response protocols. Strategy's Expected Result/Impact: Staff and students will demonstrate increased knowledge of campus safety expectations and emergency procedures, as evidenced through drill performance, staff training completion, safety observations, and stakeholder feedback. Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Safety Coordinator ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: By June 2027, McRoberts Elementary will increase the campus STAAR Average AMM across all tested subjects in grades 3-5 from 45.7% to at least 60%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading/Language Arts, Mathematics, and Science results; STAAR Average AMM; district assessments; MAP Growth; common formative assessments; campus data-review documents.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Teachers and instructional leaders will implement high-quality, standards-aligned Tier 1 instruction across grades 3-5 using the McRoberts Target, Design, and Engage instructional framework. Teachers will use student evidence to identify specific instructional needs, intentionally design learning at the intended depth and complexity of the TEKS, and engage students through active participation, meaningful academic discourse, rigorous tasks, and opportunities to explain and apply their learning. Strategy's Expected Result/Impact: Students will demonstrate increased mastery of grade-level standards and improved ability to apply learning in rigorous and unfamiliar contexts, resulting in increases at Approaches, Meets, and Masters and movement toward a campus STAAR Average %AMM of at least 60%. Staff Responsible for Monitoring: Principal; Assistant Principals; Instructional Coordinators; Instructional Coaches; Classroom Teachers; EB Specialist Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will provide differentiated instructional, linguistic, and specialized supports within grade-level instruction to ensure that Emergent Bilingual students, students receiving Special Education services, and students at risk of not meeting grade-level standards have meaningful access to rigorous learning. The ELPS will be integrated with grade-level TEKS, and instructional supports will be responsive to students' language proficiency, academic performance, and identified instructional needs. Strategy's Expected Result/Impact: Students requiring additional linguistic, instructional, or specialized support will demonstrate increased access to grade-level content, academic growth, and achievement, contributing to improved campus performance across STAAR performance levels. Staff Responsible for Monitoring: Classroom Teachers; Special Education Teachers; EB Specialist; Instructional Coordinators; Instructional Coaches; Assistant Principals Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1, 2 Funding Sources: Instructional materials, professional development, tutorials, and technology. - 211 - Title I Part A - \$20,000		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: PME serves a large population of students requiring specialized academic, linguistic, and instructional supports, including Emergent Bilingual students, students receiving Special Education services, and economically disadvantaged students. Ensuring consistent access to appropriately differentiated instruction and coordinated support across classrooms and programs remains an ongoing campus needs. Root Cause: The complexity and range of student needs require strong coordination among general education teachers, specialized instructional staff, intervention personnel, and campus leadership, as well as continued staff development in differentiated, linguistic, and specialized instructional practices.
Student Learning
Problem Statement 1: Student performance is inconsistent across content areas and grade levels, and too many students are not consistently demonstrating mastery of grade-level standards. Root Cause: There is variability in the planning and delivery of standards-aligned instruction at the intended depth and complexity of the TEKS. Teachers need continued support in designing rigorous learning tasks, providing meaningful opportunities for academic discourse and active student engagement, and adjusting instruction when students have not yet demonstrated mastery.

Student Learning

Problem Statement 2: Students who enter instruction below grade-level expectations, including students receiving specialized and language supports, are not consistently accelerating at a rate sufficient to close existing achievement gaps. **Root Cause:** The use of assessment data to identify precise student needs, form flexible instructional groups, select targeted interventions, and monitor student response is not yet consistent across the campus. Teachers need continued support in using multiple data sources to plan differentiated small-group instruction, implement appropriate instructional supports, and make adjustments based on student needs.

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3: The percent of McRoberts Elementary third-grade students who achieve Meets Grade Level or above in Reading will increase to 61% by July 2027.

HB3 Goal

Evaluation Data Sources: Grade 3 STAAR Reading; MAP Reading; district Reading assessments; common formative assessments; student work; progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Grade 3 teachers will provide standards-aligned Reading/Language Arts instruction at the intended depth and complexity of the TEKS through explicit comprehension instruction, rigorous text-based tasks, writing in response to reading, academic vocabulary, meaningful academic discourse, and active student participation. Teachers will integrate the ELPS and provide differentiated linguistic and specialized supports based on student needs. Strategy's Expected Result/Impact: Students will demonstrate increased comprehension, analysis, written response, and application of grade-level Reading/Language Arts standards, resulting in increased performance at Meets and Masters Grade Level on STAAR Reading. Staff Responsible for Monitoring: Principal; Assistant Principals; Instructional Coordinators; Instructional Coaches; Grade 3 Teachers; EB Specialist; ASTs/ISSTs Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details		Reviews			
Strategy 2: McRoberts will provide supplemental Reading instructional materials, intervention resources, targeted tutorials, and extended-learning opportunities, including Summer Learning when applicable, for students who have not yet demonstrated mastery of grade-level Reading expectations. Supports will be based on identified student needs and monitored for effectiveness. Strategy's Expected Result/Impact: Students performing below grade-level expectations will receive additional instructional time and targeted support, resulting in accelerated Reading growth and an increased percentage of Grade 3 students achieving Meets Grade Level or above. Staff Responsible for Monitoring: Principal; Assistant Principals; Instructional Coordinators; Instructional Coaches; Grade 3 Teachers; ASTs/ISSTs Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1, 2 Funding Sources: Supplemental Reading instructional materials, intervention resources, tutorials, and extended-learning opportunities. - 211 - Title I Part A - \$20,000		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: PME serves a large population of students requiring specialized academic, linguistic, and instructional supports, including Emergent Bilingual students, students receiving Special Education services, and economically disadvantaged students. Ensuring consistent access to appropriately differentiated instruction and coordinated support across classrooms and programs remains an ongoing campus needs. Root Cause: The complexity and range of student needs require strong coordination among general education teachers, specialized instructional staff, intervention personnel, and campus leadership, as well as continued staff development in differentiated, linguistic, and specialized instructional practices.
Student Learning
Problem Statement 1: Student performance is inconsistent across content areas and grade levels, and too many students are not consistently demonstrating mastery of grade-level standards. Root Cause: There is variability in the planning and delivery of standards-aligned instruction at the intended depth and complexity of the TEKS. Teachers need continued support in designing rigorous learning tasks, providing meaningful opportunities for academic discourse and active student engagement, and adjusting instruction when students have not yet demonstrated mastery.

Student Learning

Problem Statement 2: Students who enter instruction below grade-level expectations, including students receiving specialized and language supports, are not consistently accelerating at a rate sufficient to close existing achievement gaps. **Root Cause:** The use of assessment data to identify precise student needs, form flexible instructional groups, select targeted interventions, and monitor student response is not yet consistent across the campus. Teachers need continued support in using multiple data sources to plan differentiated small-group instruction, implement appropriate instructional supports, and make adjustments based on student needs.

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: HB3: The percent of McRoberts Elementary third-grade students who achieve Meets Grade Level or above in Mathematics will increase to 50% by July 2027.

HB3 Goal

Evaluation Data Sources: Grade 3 STAAR Mathematics; MAP Mathematics; district Mathematics assessments; common formative assessments; student work; progress-monitoring data.

Strategy 1 Details	Reviews			
Strategy 1: Grade 3 teachers will provide rigorous, standards-aligned mathematics instruction emphasizing conceptual understanding, number sense, mathematical reasoning, multiple representations, problem solving, productive struggle, academic discourse, and application of learning to unfamiliar and multi-step problems. Teachers will provide appropriate linguistic, instructional, and specialized supports while maintaining the rigor of grade-level standards. Strategy's Expected Result/Impact: Students will demonstrate stronger conceptual understanding, mathematical reasoning, and problem-solving skills, resulting in increased achievement at Meets and Masters Grade Level on STAAR Mathematics Staff Responsible for Monitoring: Principal; Assistant Principals; Instructional Coordinators; Instructional Coaches; Grade 3 Teachers; EB Specialist; ASTs/ISSTs Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: McRoberts will provide supplemental mathematics instructional materials, manipulatives, intervention resources, tutorials, and targeted extended-learning opportunities for students who have not yet demonstrated mastery of grade-level mathematics expectations. Strategy's Expected Result/Impact: Students performing below grade-level expectations will receive targeted opportunities to address misconceptions and unfinished learning, resulting in accelerated mathematics growth and increased Grade 3 STAAR performance. Staff Responsible for Monitoring: Classroom Teachers; Instructional Coordinators; Instructional Coaches; ASTs/ISSTs, Assistant Principals Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1, 2 Funding Sources: Supplemental mathematics instructional and intervention materials. - 211 - Title I Part A - \$1,000		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: PME serves a large population of students requiring specialized academic, linguistic, and instructional supports, including Emergent Bilingual students, students receiving Special Education services, and economically disadvantaged students. Ensuring consistent access to appropriately differentiated instruction and coordinated support across classrooms and programs remains an ongoing campus needs. Root Cause: The complexity and range of student needs require strong coordination among general education teachers, specialized instructional staff, intervention personnel, and campus leadership, as well as continued staff development in differentiated, linguistic, and specialized instructional practices.
Student Learning
Problem Statement 1: Student performance is inconsistent across content areas and grade levels, and too many students are not consistently demonstrating mastery of grade-level standards. Root Cause: There is variability in the planning and delivery of standards-aligned instruction at the intended depth and complexity of the TEKS. Teachers need continued support in designing rigorous learning tasks, providing meaningful opportunities for academic discourse and active student engagement, and adjusting instruction when students have not yet demonstrated mastery.
Problem Statement 2: Students who enter instruction below grade-level expectations, including students receiving specialized and language supports, are not consistently accelerating at a rate sufficient to close existing achievement gaps. Root Cause: The use of assessment data to identify precise student needs, form flexible instructional groups, select targeted interventions, and monitor student response is not yet consistent across the campus. Teachers need continued support in using multiple data sources to plan differentiated small-group instruction, implement appropriate instructional supports, and make adjustments based on student needs.

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: By June 2027, McRoberts Elementary will increase achievement and academic growth for students receiving Special Education services in grades 3-5, with the percentage achieving Meets Grade Level or above increasing from 18% to at least 25% in Reading/Language Arts and from 19% to at least 25% in Mathematics, while demonstrating increased academic growth in both content areas as measured by STAAR and MAP Growth.

High Priority

Evaluation Data Sources: STAAR Special Education subgroup performance; STAAR Academic Growth; MAP Reading and Mathematics achievement/growth; district assessments; IEP progress data; common formative assessments; student work.

Strategy 1 Details	Reviews			
Strategy 1: General education and Special Education teachers will collaboratively plan and provide students receiving Special Education services access to rigorous grade-level TEKS through appropriately implemented accommodations, specially designed instruction, explicit modeling, scaffolded practice, academic discourse, frequent checks for understanding, and opportunities for students to apply learning with increasing independence. Strategy's Expected Result/Impact: Students receiving Special Education services will demonstrate increased access to rigorous grade-level instruction, improved independence and mastery of grade-level standards, and increased STAAR achievement in Reading/Language Arts and Mathematics. Staff Responsible for Monitoring: Principal; Assistant Principals; Special Education Team Leaders; Special Education Teachers; General Education Teachers; Instructional Coordinators; Instructional Coaches Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 1, 2	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: General education and Special Education teachers, supported by instructional leaders, will regularly review STAAR, MAP Growth, district assessments, classroom performance, student work, and IEP progress to identify specific student needs, monitor response to instruction, and adjust small-group instruction, accommodations, and specially designed instruction based on evidence of student progress. Strategy's Expected Result/Impact: Student needs will be identified and addressed more quickly; instructional supports will be more closely aligned to individual needs; and students receiving Special Education services will demonstrate increased academic growth, progress toward IEP goals, and movement toward grade-level mastery. Staff Responsible for Monitoring: Special Education Teachers; General Education Teachers; Special Education Team Leader; Instructional Coordinators; Instructional Coaches; Assistant Principals TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 1		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: PME serves a large population of students requiring specialized academic, linguistic, and instructional supports, including Emergent Bilingual students, students receiving Special Education services, and economically disadvantaged students. Ensuring consistent access to appropriately differentiated instruction and coordinated support across classrooms and programs remains an ongoing campus needs. Root Cause: The complexity and range of student needs require strong coordination among general education teachers, specialized instructional staff, intervention personnel, and campus leadership, as well as continued staff development in differentiated, linguistic, and specialized instructional practices.
Student Learning
Problem Statement 1: Student performance is inconsistent across content areas and grade levels, and too many students are not consistently demonstrating mastery of grade-level standards. Root Cause: There is variability in the planning and delivery of standards-aligned instruction at the intended depth and complexity of the TEKS. Teachers need continued support in designing rigorous learning tasks, providing meaningful opportunities for academic discourse and active student engagement, and adjusting instruction when students have not yet demonstrated mastery. Problem Statement 2: Students who enter instruction below grade-level expectations, including students receiving specialized and language supports, are not consistently accelerating at a rate sufficient to close existing achievement gaps. Root Cause: The use of assessment data to identify precise student needs, form flexible instructional groups, select targeted interventions, and monitor student response is not yet consistent across the campus. Teachers need continued support in using multiple data sources to plan differentiated small-group instruction, implement appropriate instructional supports, and make adjustments based on student needs.

School Processes & Programs

Problem Statement 1: McRoberts has established academic and behavioral MTSS structures; however, interventions, progress monitoring, documentation, and follow-up are not implemented with consistent fidelity across classrooms and grade levels. **Root Cause:** Campus expectations for selecting targeted interventions, establishing measurable goals, determining progress-monitoring methods and frequency, documenting implementation, and responding to student progress are not yet consistently understood and applied by all staff.

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: By June 2027, the percentage of McRoberts Elementary fifth-grade students achieving Approaches Grade Level or above on STAAR Science will increase from 53% to at least 60%, and the percentage achieving Meets Grade Level or above will increase from 30% to at least 35%.

Evaluation Data Sources: Grade 5 STAAR Science; district Science assessments; curriculum/module assessments; common formative assessments; student work; classroom walkthroughs.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide standards-aligned Science instruction that emphasizes hands-on investigation, scientific reasoning, academic vocabulary, reading and writing within Science, student discourse, and application of scientific concepts through rigorous inquiry-based learning experiences. Strategy's Expected Result/Impact: Students will demonstrate increased mastery of Science TEKS, stronger scientific reasoning, and improved ability to explain and apply scientific concepts in unfamiliar contexts, resulting in increased performance at Approaches, Meets, and Masters Grade Level. Staff Responsible for Monitoring: Principal; Assistant Principals; Instructional Coordinators; Instructional Coaches; Grade 5 Science Teachers; ASTs/ISSTs TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Science Materials - 211 - Title I Part A - \$2,100	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Students who have not demonstrated mastery of priority Science TEKS will receive targeted small-group instruction, reteaching, tutorials, and additional opportunities to investigate and apply scientific concepts based on assessment evidence and identified student misconceptions. Strategy's Expected Result/Impact: Students performing below grade level will demonstrate increased mastery of priority Science TEKS, improved application of scientific knowledge, and accelerated progress toward grade-level expectations. Staff Responsible for Monitoring: Grade 5 Science Teachers; Instructional Coordinators; Instructional Coaches; ASTs/ISSTs; Assistant Principals Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1, 2		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: PME serves a large population of students requiring specialized academic, linguistic, and instructional supports, including Emergent Bilingual students, students receiving Special Education services, and economically disadvantaged students. Ensuring consistent access to appropriately differentiated instruction and coordinated support across classrooms and programs remains an ongoing campus needs. Root Cause: The complexity and range of student needs require strong coordination among general education teachers, specialized instructional staff, intervention personnel, and campus leadership, as well as continued staff development in differentiated, linguistic, and specialized instructional practices.
Student Learning
Problem Statement 1: Student performance is inconsistent across content areas and grade levels, and too many students are not consistently demonstrating mastery of grade-level standards. Root Cause: There is variability in the planning and delivery of standards-aligned instruction at the intended depth and complexity of the TEKS. Teachers need continued support in designing rigorous learning tasks, providing meaningful opportunities for academic discourse and active student engagement, and adjusting instruction when students have not yet demonstrated mastery. Problem Statement 2: Students who enter instruction below grade-level expectations, including students receiving specialized and language supports, are not consistently accelerating at a rate sufficient to close existing achievement gaps. Root Cause: The use of assessment data to identify precise student needs, form flexible instructional groups, select targeted interventions, and monitor student response is not yet consistent across the campus. Teachers need continued support in using multiple data sources to plan differentiated small-group instruction, implement appropriate instructional supports, and make adjustments based on student needs.

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: By June 2027, at least 85% of McRoberts Elementary classroom walkthroughs and reviewed instructional-planning evidence will demonstrate consistent implementation of the campus instructional focus including instruction responsive to identified student needs, intentional standards-aligned lesson design, active student participation, meaningful academic discourse, and rigor.

Evaluation Data Sources: Classroom walkthrough data; collaborative planning artifacts; student work; coaching evidence; learning-walk data; instructional feedback; T-TESS evidence; student engagement evidence.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Grade-level teams will use collaborative planning to implement the Target, Design, and Engage framework. Teachers will identify the targeted standards and student needs, intentionally design aligned learning tasks and checks for understanding, and plan opportunities for active participation, academic discourse, productive struggle, rigor, and application of learning. Strategy's Expected Result/Impact: Instructional planning will demonstrate stronger alignment among student evidence, grade-level standards, learning tasks, instructional supports, and expected student outcomes, resulting in increased consistency of high-quality Tier 1 instruction. Staff Responsible for Monitoring: Principal; Assistant Principals; Instructional Coordinators; Instructional Coaches; Classroom Teachers; EB Specialist Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Campus instructional leaders will conduct calibrated classroom walkthroughs, learning walks, coaching cycles, and feedback conversations focused on Target, Design, and Engage. Walkthrough and planning trends will be reviewed regularly to identify campus, grade-level, and individual professional-learning needs and to determine adjustments to instructional support. Strategy's Expected Result/Impact: Teachers will receive timely, actionable feedback aligned to campus instructional expectations; implementation of Target, Design, and Engage will become increasingly consistent; and walkthrough evidence will demonstrate progress toward the 85% implementation target. Staff Responsible for Monitoring: Principal; Assistant Principals; Instructional Coordinators; Instructional Coaches, EB Specialist Title I: 2.51, 2.52 - 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 Problem Statements: Student Learning 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: PME serves a large population of students requiring specialized academic, linguistic, and instructional supports, including Emergent Bilingual students, students receiving Special Education services, and economically disadvantaged students. Ensuring consistent access to appropriately differentiated instruction and coordinated support across classrooms and programs remains an ongoing campus needs. Root Cause: The complexity and range of student needs require strong coordination among general education teachers, specialized instructional staff, intervention personnel, and campus leadership, as well as continued staff development in differentiated, linguistic, and specialized instructional practices.
Student Learning
Problem Statement 1: Student performance is inconsistent across content areas and grade levels, and too many students are not consistently demonstrating mastery of grade-level standards. Root Cause: There is variability in the planning and delivery of standards-aligned instruction at the intended depth and complexity of the TEKS. Teachers need continued support in designing rigorous learning tasks, providing meaningful opportunities for academic discourse and active student engagement, and adjusting instruction when students have not yet demonstrated mastery.

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 7: By June 2027, McRoberts Elementary will fully implement the campus Coordinated Health Program, with all students participating, as applicable by grade level, in required physical activity and health/wellness learning opportunities designed to develop knowledge and skills that support lifelong physical health and wellness.

Evaluation Data Sources: FitnessGram; master schedule; PE schedules; CATCH committee agendas/minutes; classroom/PE observations; formative and summative fitness assessments.

Strategy 1 Details	Reviews			
Strategy 1: The McRoberts CATCH/Coordinated Health Committee will meet at least once each semester to review implementation of coordinated health requirements, student wellness opportunities, physical activity expectations, and campus practices that support healthy lifestyles. Strategy's Expected Result/Impact: Coordinated Health requirements will be monitored consistently throughout the school year, and identified implementation needs will be addressed in a timely manner. Staff Responsible for Monitoring: Administrators; Physical Education Teachers; CATCH Committee ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in state-required moderate-to-vigorous physical activity and developmentally appropriate fitness instruction focused on cardiovascular endurance, muscular strength and endurance, flexibility, motor skills, and healthy lifelong habits. Strategy's Expected Result/Impact: Students will receive consistent opportunities to develop and maintain physical fitness and demonstrate growth in developmentally appropriate fitness skills and healthy behaviors. Staff Responsible for Monitoring: Physical Education Teachers; Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

Performance Objective 1: McRoberts Elementary will fully implement and monitor MTSS-B practices to provide consistent, equitable supports for all students, with a focus on at-risk learners, resulting in fewer repeated referrals and increased instructional time across all grade levels.

High Priority

Evaluation Data Sources: Dashboard Discipline Reports, eSchool Cognos discipline reports, MTSS documentation and Progress Monitoring, PBIS Rewards Data, Classroom Walkthroughs, teacher, CBI and AP feedback, Survey results

Strategy 1 Details	Reviews			
Strategy 1: Reinforce school-wide behavioral expectations through PBIS/CHAMPS, ensuring that rules are consistently taught, posted, and modeled across all classrooms. Strategy's Expected Result/Impact: Improved student behavior, fewer repeated referrals, increased instructional time for all students (especially at-risk students). Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Coordinator, Classroom Teachers Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Processes & Programs 2 Funding Sources: Online Subscription - 211 - Title I Part A - \$6,000	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Implement PBIS Rewards to reinforce positive behavior, track student recognition, and provide consistent incentives across grade levels. Strategy's Expected Result/Impact: Increased positive behavior reinforcement, improved student motivation, stronger campus-wide consistency, and reduction in discipline referrals. Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Coordinator, Classroom Teachers Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Processes & Programs 2 Funding Sources: PBIS Rewards APP/Navigate 360 - 211 - Title I Part A - \$5,000	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide ongoing professional development and coaching for teachers and staff on effective classroom management, MTSS-B, and restorative practices to ensure equitable support for all students, particularly at-risk students. Strategy's Expected Result/Impact: Staff confidence and consistency in implementing MTSS-B practices, reduced repeat discipline incidents, and increased instructional time for at-risk students. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Behavior Coordinator Title I: 2.51, 2.52 - 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 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Processes & Programs 2 Funding Sources: - 211 - Title I Part A - \$8,000	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: Discipline data indicates a high frequency of incidents involving physical contact and noncompliance, particularly in classroom settings. The campus needs strengthened and consistent implementation of PBIS, aligned with CHAMPS and MTSS-B, to reinforce schoolwide expectations, increase positive student behavior, and reduce disruptions to instructional time. **Root Cause:** Implementation of Tier 1 behavior expectations, proactive reinforcement, classroom management practices, and student engagement strategies is inconsistent across classrooms. In addition, targeted Tier 2 and Tier 3 behavioral supports are not always implemented early or consistently enough to prevent repeated behaviors from escalating.

Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: "McRoberts Elementary will utilize effective formative and summative assessments to identify learning needs, monitor progress, and adjust instruction so that all students, particularly at-risk learners, show measurable growth in reading and math."

- Evaluation Data Sources:** MAP Growth (Reading/Math beginning, middle, end of year)
STAAR Interim/STAAR results (grades 3-5)
District Assessments
Classroom-based common formative assessments
Student Progress Monitoring records (MTSS)
Planning/Data Meeting Minutes/Notes (evidence of instructional adjustments)

Strategy 1 Details	Reviews			
Strategy 1: Implement regular PLC meetings/Learning Labs focused on analyzing formative and summative assessment data (MAP, STAAR Interim, benchmarks, classroom assessments) to drive instructional adjustments and reteaching. Strategy's Expected Result/Impact: Improved instructional alignment across grade levels Increased student mastery of TEKS/SEs, especially for at-risk students More targeted reteach opportunities Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator, Teachers Title I: 2.51, 2.52 - 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 - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Strengthen use of common formative assessments in reading and math to monitor progress, ensuring results are used for immediate instructional adjustments and small group intervention planning. Strategy's Expected Result/Impact: Consistent monitoring of student progress Quicker identification of at-risk students Increased instructional time focused on priority SEs Staff Responsible for Monitoring: Grade Level Planning Teams, Instructional Coordinator, Assistant Principals Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide targeted intervention and progress monitoring for at-risk students through Tier 2/Tier 3 small group instruction, using MAP Learning Continuum, STAAR data, and teacher-designed assessments to address specific gaps. This will be accomplished with Title I funded employees, SPED teachers and general education teachers. Strategy's Expected Result/Impact: Accelerated growth for at-risk students Reduced number of students requiring Tier 3 supports Closing performance gaps in reading and math Staff Responsible for Monitoring: Classroom Teachers, Interventionists, Assistant Principals, Instructional Coordinator Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1 Funding Sources: Title I Funded Employees - 211 - Title I Part A - \$384,031	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: PME serves a large population of students requiring specialized academic, linguistic, and instructional supports, including Emergent Bilingual students, students receiving Special Education services, and economically disadvantaged students. Ensuring consistent access to appropriately differentiated instruction and coordinated support across classrooms and programs remains an ongoing campus needs. **Root Cause:** The complexity and range of student needs require strong coordination among general education teachers, specialized instructional staff, intervention personnel, and campus leadership, as well as continued staff development in differentiated, linguistic, and specialized instructional practices.

Student Learning

Problem Statement 1: Student performance is inconsistent across content areas and grade levels, and too many students are not consistently demonstrating mastery of grade-level standards. **Root Cause:** There is variability in the planning and delivery of standards-aligned instruction at the intended depth and complexity of the TEKS. Teachers need continued support in designing rigorous learning tasks, providing meaningful opportunities for academic discourse and active student engagement, and adjusting instruction when students have not yet demonstrated mastery.

School Processes & Programs

Problem Statement 1: McRoberts has established academic and behavioral MTSS structures; however, interventions, progress monitoring, documentation, and follow-up are not implemented with consistent fidelity across classrooms and grade levels. **Root Cause:** Campus expectations for selecting targeted interventions, establishing measurable goals, determining progress-monitoring methods and frequency, documenting implementation, and responding to student progress are not yet consistently understood and applied by all staff.

Goal 5: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Performance Objective 1: McRoberts Elementary will maximize the use of district-supported digital tools and platforms to enhance instruction, improve communication, and provide equitable access for all stakeholders.

Evaluation Data Sources: Canvas usage reports (teacher and student engagement)
Teacher lesson plans showing technology integration
Staff and parent survey feedback on technology use and communication
Digital citizenship lessons

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing professional development and coaching for teachers on effectively integrating technology, district apps/software, and digital tools into daily instruction. Strategy's Expected Result/Impact: Teachers increase technology integration for engagement and differentiation Students demonstrate stronger digital literacy and collaboration skills Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator, CTD, Instructional Coach Title I: 2.51, 2.52 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 211 - Title I Part A - \$16,000	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished → Continue/Modify ✗ Discontinue				

Goal 6: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: McRoberts Elementary will increase staff retention and strengthen teacher development through targeted professional learning, mentoring, and recognition systems, as measured by retention data, T-TESS evaluation results, and staff climate surveys.

Evaluation Data Sources: Teacher Retention
Staff Surveys
TTESS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: McRoberts Elementary will conduct an annual staff needs assessment and use results to design differentiated professional development aligned to instructional strategies and classroom management. Professional learning will be job-embedded (Learning Labs, coaching cycles, and learning walks) and professional learning will be provided for all staff members. Strategy's Expected Result/Impact: PD offerings directly aligned to staff-identified needs. Increased teacher participation in job-embedded PD. Improved teacher practice in classroom management and instructional strategies Higher staff satisfaction with PD opportunities Staff Responsible for Monitoring: Instructional Coach Instructional Coordinator Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Sibme - 211 - Title I Part A - \$7,000				

Strategy 2 Details	Reviews			
Strategy 2: Develop and implement systems that support, mentor, and recognize staff to improve retention and strengthen instructional capacity. Strategy's Expected Result/Impact: Increased teacher retention year over year. Higher T-TESS ratings in Domains 2 & 3 (instruction and classroom environment). Improved staff survey results in the areas of professional development, recognition, and support. Staff Responsible for Monitoring: Leadership Team Mentors Title I: 2.51, 2.52 - 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 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student performance is inconsistent across content areas and grade levels, and too many students are not consistently demonstrating mastery of grade-level standards. Root Cause: There is variability in the planning and delivery of standards-aligned instruction at the intended depth and complexity of the TEKS. Teachers need continued support in designing rigorous learning tasks, providing meaningful opportunities for academic discourse and active student engagement, and adjusting instruction when students have not yet demonstrated mastery.

Goal 7: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: McRoberts Elementary will increase the percentage of parents engaged in school activities/events by 10% during the 2026-27 school year.

Evaluation Data Sources: Surveys, Volunteer Hours, Calendar of Events, All Pro Dads, Attendance Rates at events, PTA Membership, Parent Engagement Activities

Strategy 1 Details	Reviews			
Strategy 1: Strengthen family and community engagement by expanding opportunities for parents to participate in meaningful school events, providing flexible options for involvement, and improving two-way communication between home and school. Strategy's Expected Result/Impact: Increased parent attendance at academic nights, Title I events, PTA events and other school events. Higher PTA membership and volunteer participation. Improved parent survey results in engagement and satisfaction. Stronger parent-school partnerships that support student success. Staff Responsible for Monitoring: Principal Assistant Principals Title I Parent Engagement Committee Counselor PTA Leadership Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2 - Student Learning 1 - Perceptions 1 Funding Sources: Parent workshop sessions - 211 - Title I Part A - \$4,000	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: The McRoberts Elementary Campus Improvement Plan (CIP) , PFE Plan and School Compact will be posted on the school webpage in both English and Spanish. Hard copies will also be available for our community in our front office. Strategy's Expected Result/Impact: Increased parent and community awareness of the school's improvement priorities. Improved transparency and access to Title I compliance documents. Higher parent survey scores in the area of communication and accessibility. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coordinator Title I Coordinator Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: Provide 1 or more parent engagement activities specific to the parents of emergent bilingual (EB) students. Strategy's Expected Result/Impact: Increased EB parent participation in school events and workshops. Parents report greater confidence in supporting literacy and language development at home. Strengthened school-home partnerships leading to improved student outcomes for EB students. Staff Responsible for Monitoring: Leadership Team Bilingual AST ESL ISSTs Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Advertise and provide event flyers for Title III Series: Community Engagement: Fostering Statewide Community Connections. TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Advertise and provide event flyers for Title III: Family Engagement Event - Past Meets Present Title I: 2.52 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: PME serves a large population of students requiring specialized academic, linguistic, and instructional supports, including Emergent Bilingual students, students receiving Special Education services, and economically disadvantaged students. Ensuring consistent access to appropriately differentiated instruction and coordinated support across classrooms and programs remains an ongoing campus needs. Root Cause: The complexity and range of student needs require strong coordination among general education teachers, specialized instructional staff, intervention personnel, and campus leadership, as well as continued staff development in differentiated, linguistic, and specialized instructional practices.
Student Learning
Problem Statement 1: Student performance is inconsistent across content areas and grade levels, and too many students are not consistently demonstrating mastery of grade-level standards. Root Cause: There is variability in the planning and delivery of standards-aligned instruction at the intended depth and complexity of the TEKS. Teachers need continued support in designing rigorous learning tasks, providing meaningful opportunities for academic discourse and active student engagement, and adjusting instruction when students have not yet demonstrated mastery.
Perceptions
Problem Statement 1: McRoberts families demonstrate strong participation in schoolwide and community events; however, participation is less consistent in opportunities specifically designed to help families understand student progress, academic expectations, intervention, and strategies for supporting learning at home. Root Cause: Language differences, work schedules, competing family responsibilities, and varying familiarity with school systems create barriers to participation in academic family engagement opportunities. In addition, the use of multiple communication platforms can make it difficult for some families to consistently identify and access the information & opportunities most relevant to their child's learning.

RDA Strategies

Goal	Objective	Strategy	Description
2	4	1	General education and Special Education teachers will collaboratively plan and provide students receiving Special Education services access to rigorous grade-level TEKS through appropriately implemented accommodations, specially designed instruction, explicit modeling, scaffolded practice, academic discourse, frequent checks for understanding, and opportunities for students to apply learning with increasing independence.
2	4	2	General education and Special Education teachers, supported by instructional leaders, will regularly review STAAR, MAP Growth, district assessments, classroom performance, student work, and IEP progress to identify specific student needs, monitor response to instruction, and adjust small-group instruction, accommodations, and specially designed instruction based on evidence of student progress.
4	1	1	Implement regular PLC meetings/Learning Labs focused on analyzing formative and summative assessment data (MAP, STAAR Interim, benchmarks, classroom assessments) to drive instructional adjustments and reteaching.
4	1	2	Strengthen use of common formative assessments in reading and math to monitor progress, ensuring results are used for immediate instructional adjustments and small group intervention planning.
4	1	3	Provide targeted intervention and progress monitoring for at-risk students through Tier 2/Tier 3 small group instruction, using MAP Learning Continuum, STAAR data, and teacher-designed assessments to address specific gaps. This will be accomplished with Title I funded employees, SPED teachers and general education teachers.

Targeted Support Strategies

Goal	Objective	Strategy	Description
3	1	1	Reinforce school-wide behavioral expectations through PBIS/CHAMPS, ensuring that rules are consistently taught, posted, and modeled across all classrooms.
3	1	2	Implement PBIS Rewards to reinforce positive behavior, track student recognition, and provide consistent incentives across grade levels.
3	1	3	Provide ongoing professional development and coaching for teachers and staff on effective classroom management, MTSS-B, and restorative practices to ensure equitable support for all students, particularly at-risk students.
4	1	1	Implement regular PLC meetings/Learning Labs focused on analyzing formative and summative assessment data (MAP, STAAR Interim, benchmarks, classroom assessments) to drive instructional adjustments and reteaching.
4	1	2	Strengthen use of common formative assessments in reading and math to monitor progress, ensuring results are used for immediate instructional adjustments and small group intervention planning.
4	1	3	Provide targeted intervention and progress monitoring for at-risk students through Tier 2/Tier 3 small group instruction, using MAP Learning Continuum, STAAR data, and teacher-designed assessments to address specific gaps. This will be accomplished with Title I funded employees, SPED teachers and general education teachers.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
4	1	2	Strengthen use of common formative assessments in reading and math to monitor progress, ensuring results are used for immediate instructional adjustments and small group intervention planning.
4	1	3	Provide targeted intervention and progress monitoring for at-risk students through Tier 2/Tier 3 small group instruction, using MAP Learning Continuum, STAAR data, and teacher-designed assessments to address specific gaps. This will be accomplished with Title I funded employees, SPED teachers and general education teachers.

State Compensatory

Budget for McRoberts Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Personnel for McRoberts Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Natalie Alvarez	AST	1
Rebecca Salinas	AST	1
Veronica Guajardo	AST	1

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Comprehensive Needs Assessment Overview Sample McRoberts Elementary

Comprehensive Needs Assessment School Profile

Polly Ann McRoberts Elementary is a campus in **Katy ISD** opened its doors in **1997** is projected to serve **844** students in grades **PK-5** during the **2026-2027** school year, which is a decrease from the previous year of 2025-2026.

List of Stakeholders and roll

Principal	Eric Finley	Parent	Danette Opара (replacing Carla Ojeda)
Other school leader	Jennifer Sheffield	Parent	Ashlynn Bensuk
Other school leader	Angelita Cravens (taking the place of Weatherford)	Parent	Amilca Silva
Other school leader	Kathleen Terry	District Representative	Alicia Anderson
Teacher	Linda Vaz	District Representative	Vivian Muldune
Teacher	Shalia Williams	District Representative	Tiffany White

Principal	Eric Finley	Parent	Danette Opara (replacing Carla Ojeda)
Teacher	~~Amanda Materre~~	Community/ Business	Larry Cockman
Paraprofessional	Andra Lahr	Community/ Business	Dawn Brown
Paraprofessional	Monica Cortes	Community/ Business	Jacklyn Minimah-Wilson
Paraprofessional	Maria Churion	Community/ Business	Tina Seaman
Specialized school support	Rodney Alexander (taking the place of Johnson)	Student (if appropriate)	
Specialized school support	Monica Carillo (taking the place of Montalvo)	Student (if appropriate)	

Comprehensive Needs Assessment Process

The McRoberts Elementary campus needs assessment process is described below. The campus leadership team evaluated the 2025-26 data. We reviewed the following data:

STAAR Standardized Test

Attendance Surveys and Interview with Parents/Students/Staff

Discipline Teacher Turnover Rate

Failure Lists RTI/ MTSS

Staff Quality Bell Schedule and Master Schedule

Homeless Students Special Student Populations-504

Economically Disadvantaged Report Cards EBs

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on **3/5/2026**, and again on **5/7/2026** to develop the CNA. The meetings were held on TEAMS starting at **11:45**. on both dates. We plan to meet again on

8/28/26, 2/26/26 and 4/30/26 to develop,review and revise the campus improvement plan as necessary.

At the first meeting was held virtually at 11:45 via TEAMS on **3/5/2026** , Principal **Finley** began the meeting with introductions. The importance of attendance and the purpose of this CNA Team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared.

Principal **Finley then** provided each person with a sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the **2025 -2026** school year. Principal **Finley** led the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at **MAP and District KLA**s specific data points to identify strengths and problems from the **2025-2026** school year. Principal **Finley** thanked everyone for their participation and reminded everyone of the second CNA meeting on **5/7/2026**.

The second meeting was held virtually via TEAMS at 11:45 on **5/7/2026**, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from **2025-2026**, but focused most of the meeting on the problems that were identified from the data. Principal **Finley** led the team in prioritizing the problems. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

Demographics Summary

Demographics:

McRoberts Elementary is a 29-year-old Pre-Kindergarten through 5th grade Bilingual Title I campus in Katy ISD. The campus houses a variety of special education programs, including Early Childhood Autism Program (ECAP), Young Childhood Autism Program (YCAP), Life Skills, and both monolingual and bilingual Early Childhood Special Education (ECSE).

For the 2026–2027 school year, projected student enrollment is 844 students. McRoberts continues to be a diverse campus, with a student population that is 63% Hispanic, 22% African American, 8% White, 5% Asian, and 2% Two-or-More Races. The campus serves a high percentage of Emergent Bilingual students (484 students, 53.3%), Special Education students (224 students, 26.8%), and Gifted and Talented students (29 students, 4%). Additionally, 590 students, 72.1% of students are identified as economically disadvantaged.

The attendance rate for 2025-2026 was 94.66%, slightly below the district target, signaling an area for continued focus. The campus mobility rate remains above district average, creating unique challenges with continuity of instruction.

McRoberts employs 125 highly qualified teachers, professional staff and paraprofessionals. Recruiting and retaining staff remains a priority, with a focus on hiring diverse and ESL-certified teachers to support the large Emergent Bilingual population. As of August 2026, over 97% of McRoberts teachers are ESL certified. The campus has continued to strengthen its mentoring and induction program for new teachers, which includes buddy teachers, instructional coaching, professional development, and ongoing feedback loops.

Demographics Strengths

Strengths:

- Community Value on Education

Many families choose to live in the McRoberts zone because of the high quality of the campus. Families value education and actively support their children's success, which strengthens the home-school partnership.

- Diversity as a Strength

McRoberts' diverse student population (63% Hispanic, 22% African American, 8% White, 5% Asian, 2% Two-or-More Races) reflects society as a whole and equips students with life-long collaboration and acceptance skills. Students are welcoming to new peers, regardless of background, and the presence of strong special education programs (ECAP, YCAP, Life Skills, ECSE) fosters a culture of inclusivity and empathy for learners with disabilities.

- Attendance Culture

The campus maintains a strong attendance rate of 94.66%, which is above the state average. Families understand that regular attendance is critical for student success, and staff reinforce this expectation through communication, monitoring, and partnerships with parents.

- High-Quality and Supported Staff

McRoberts employs 125 highly qualified teachers and paraprofessionals, with over 97% ESL-certified, ensuring strong support for the 53.3% Emergent Bilingual population. Teacher retention is strong, and new hires benefit from a comprehensive onboarding system, buddy/mentor teachers, and instructional coach support. Professional learning communities meet weekly to align instruction, and staff are provided ongoing PD, learning walks, and feedback through administrative walkthroughs and vertical teaming.

- Title I & Bilingual Strengths

As a Bilingual Title I campus, McRoberts leverages federal and district resources to provide interventions, family engagement, and bilingual programming that directly benefit the 72.1% economically disadvantaged and at-risk students on campus. These supports enhance equity and access to learning opportunities.

Demographics Problem Statements

Problems:

McRoberts Elementary's Average Daily Attendance Rate was 94.66% in 2025-2026, which is above the state average but remains below the district target of 95%.

With 53.3% Emergent Bilinguals, 26.8% Special Education, and 72.1% Economically Disadvantaged, McRoberts serves a student body with a significantly higher percentage of at-risk learners compared to district averages.

Student Learning Summary

Overall Achievement

In 2026, 69% of students scored **Approaches**, 45% scored **Meets**, and 23% scored **Masters** across all subjects. Compared to 2025, the percent of students at Meets declined slightly from 46% to 45%, while Masters improved slightly from 20% to 23%.

Reading/Language Arts

- **Campus Trends:** Approaches decreased by 2% from 2025 (76%) to 2026 (74%) , Meets increased from **51% in 2025 to 53% in 2026**. Masters increased slightly from **24% to 30%**.
- **Subgroup Performance (2026 Meets):**
 - African American: **49%**
 - Hispanic: **53%**
 - White: **45%**
 - Asian: **80%**

Mathematics

- **Campus Trends:** Approaches increased by 4% from **65% in 2025 to 69% in 2026**. Meets increased from **37% to 43% in 2026**. Masters increased by 2% from **17% to 19%**.
- **Subgroup Performance (2026 Meets):**

- African American: **42%**
- Hispanic: **40%**
- White: **59%**
- Asian: **87%**

Science

- **Campus Trends:** Approaches decreased significantly from **62% in 2025 to 53% in 2026**. Meets increased slightly from **28% to 29%**. Masters improved significantly from **8% to 14%**.
- **Subgroup Performance (2026 Meets):**
 - African American: **16%**
 - Hispanic: **36%**
 - White: **0%**
 - Asian: **29%**

TELPAS

- In 2026, **47% of Emergent Bilingual students made one year of progress**, which is an increase from **42% in 2025**.

Summary of Trends

- **Strengths:** The percentage of students scoring at the **Masters level increased from 24% in 2025 to 30% in 2026**, reflecting growth in higher-level comprehension skills for a portion of students.
- **Concerns:** Science performance declined across all subgroups, especially White students at 0%.
- **Gaps:** Hispanic, EB, and SPED students continue to underperform compared to campus averages, contributing to missed Domain 3 targets.

Student Learning Strengths

Strengths:

Reading/Language Arts

- The percentage of students scoring at the **Masters level increased from 24% in 2025 to 30% in 2026**, reflecting growth in higher-level comprehension skills for a portion of students.

Mathematics

- Although overall math performance is still below the district average, **19% of students achieved Masters in 2026** which was an increase of 1% from the previous school year. This indicates that a group of students are excelling with advanced problem solving.
- Some subgroups, such as **Hispanic (40%) and African American (42%) students**, remain near the state average for Meets, providing a foundation for further growth.

Science

- **Masters-level performance increased from 8% to 14%**, demonstrating gains in advanced scientific reasoning.
- **Asian students scored 29% Meets** in science.
- **African American students maintained 16% Meets**

TELPAS

- **47% of Emergent Bilingual students made one year of progress** in 2026, representing more than half of the EB population making measurable language gains.
- Students demonstrating higher growth in TELPAS are beginning to transition into higher levels of linguistic proficiency, supporting academic performance over time.

Student Learning Problem Statements

Problems Statement: Student achievement is below the district average in math, reading and science.

Root Cause: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

Perceptions Summary

Culture & Climate

Survey and focus group feedback indicate that McRoberts Elementary continues to be a safe, welcoming, and inclusive environment for students, families, and staff. Students report feeling connected to the campus, their teachers, and extracurricular opportunities. Staff surveys show that collaboration and team culture are valued, though some areas of communication and workload balance remain opportunities for growth.

Parent Engagement

Parent participation remains strong in some school-wide events such as Meet the Teacher, and community celebrations. PTA events such as Breakfast with Santa, and Movie Nights are well-attended, demonstrating strong family-school connections. However curriculum nights and the School Carnival attendance decreased during the 2025-2026 school year from the previous school year 2024-2025.

Community Partnerships

McRoberts benefits from strong partnerships with local businesses and organizations that provide resources, volunteers, and sponsorships for campus events. Community volunteers also support students and staff.

Communication

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The Polly Ann McRoberts community is dedicated to facilitating academic excellence throughout our diverse learning population in a secure and nurturing environment.

Strengths:

McRoberts Elementary has several programmatic and process-based strengths that support student learning and campus culture:

- **Team Planning & Collaboration:** Grade levels have 2 protected days each week for planning. Instructional Coaches and administrators lead sessions focused on materials review, instructional planning, and data analysis. Weekly PLCs strengthen collaboration and continuity across grade levels.
- **Mentoring & Professional Development:** All teachers new to the campus are provided a mentor or a buddy to provide support and opportunities to learn more about instructional strategies, classroom management, and campus systems. Professional learning is job-embedded through coaching, Learning Labs, and ongoing campus-based PD.
- **MTSS & Interventions:** The MTSS process is effectively used to review student concerns, implement tiered interventions, and prevent unnecessary referrals. Small-group instruction during the school day and tutorials throughout the year provide targeted support for students in need.
- **Master Schedule & Organization:** The master schedule maximizes instructional time, prioritizing large literacy and math blocks. Specialized programs such as ECAP, YCAP, Life Skills, and ECSE provide additional support for diverse learners.
- **Safety & Management:** Safety drills are frequent and effective, and assistant principals provide consistent grade-level supervision, following students as they move through grade levels to build strong family relationships.
- **Committees & Student Opportunities:** Staff-led committees (Climate & Culture, PBIS, Parent Engagement, Student Leadership) and student opportunities (Safety Patrol, Student Leadership, Read, Deed, Run, Chess Club, Sonar) enrich school life and develop leadership skills.
- **Technology Integration:** McRoberts is 1:1 in grade 2-5 with access to Chromebooks, while PreK-1 has access to iPads or Chromebooks. Classrooms are equipped with SMART Panels, computers, iPads, and Chromebooks, with district filters ensuring safe access. Students use Canvas, HAC, Zearn, EduSmart, and HMH platforms daily, and technology is fully embedded into instruction to support learning.
- **Campus Traditions & Culture:** PME is strengthened by long-standing traditions such as Meet the Teacher, Breakfast with Santa, School Fall Carnival, Field Day, Movie Nights, and staff celebrations. These experiences foster community, school spirit, and staff morale.
- **Behavior Systems and Supports** – A comprehensive MTSS-B framework with PBIS, CHAMPS, and social-emotional lessons provides proactive strategies for positive behavior. The MTSS-B Committee reviews discipline data quarterly to monitor trends and address disproportionality. Staff receive training in de-escalation, restorative practices, and relationship-building to ensure consistent expectations campuswide.

School Processes & Programs Problem Statements

Problems:

Problem Statement: The MTSS process is established on campus, but academic and behavioral interventions are not always implemented and monitored with full consistency across grade levels.

Root Cause: Variability in progress monitoring practices, documentation, and follow-up during collaborative meetings limits the overall effectiveness of MTSS in accelerating student growth and reducing referrals.

Problem Statement: Despite established systems such as PBIS, CHAMPS, and MTSS-B, discipline data indicates a high frequency of incidents related to physical contact, noncompliance, and inappropriate language, particularly in classrooms and early grade levels. A small group of repeat offenders accounts for a significant portion of referrals, and disproportionality exists across student groups.

Root Cause: The high frequency of discipline incidents is rooted in inconsistent Tier 1 implementation of behavior expectations across classrooms, limited teacher capacity with deescalation and restorative strategies, and insufficient targeted supports for students demonstrating repeated or high-level behaviors. Additionally, a lack of student engagement in lessons also leads to behavior incidents.

Problem Statement: McRoberts continues to face challenges in recruiting and retaining highly qualified teachers and paraprofessionals, which impacts consistency in instruction and student support.

Root Cause: Regional competition for certified teachers (especially in SPED and Bilingual), increasing demands on educators, decreases in teachers earning degrees in education, and staff mobility contribute to higher-than-desired turnover rates and difficulty maintaining full staffing levels.

School Processes & Programs Summary

School Processes and Programs:

Curriculum, Instruction, and Assessment

Instruction at McRoberts is guided by the Texas Essential Knowledge and Skills (TEKS), Katy ISD curriculum unit plans, and Cornerstone performance tasks. Teachers access detailed unit plans that include enduring understandings, essential questions, TEKS/ELPS integration, and critical vocabulary in both English and Spanish. Instructional focus areas include small-group instruction, vocabulary-rich lessons, and structured opportunities for students to speak in complete

sentences and use academic language across content areas.

Assessment practices include authentic performance tasks, district learning assessments, MAPS Assessments, TELPAS, and campus-based assessments.. Grade-level teams identify focus TEKS through Lead4ward tools and district assessment guidance. Student progress is monitored through formative assessments, nine-week checkpoints, and intervention documentation.

Behavior

Behavioral expectations at McRoberts are supported through PBIS, CHAMPS, Character Strong/Purposeful People, and Action Based Learning. In 2025-2026, the campus recorded 120 incidents and 120 actions, with the majority occurring in classrooms. The most frequent infractions involved physical contact, noncompliance, and inappropriate language.

Interventions are tiered, ranging from parent contact and social skills training to ISS, OSS, or alternative placements when necessary. The MTSS-B Committee reviews discipline data quarterly to monitor trends, address disproportionality, and adjust supports. Staff receive professional learning in de-escalation, classroom management, and restorative practices to reinforce a safe, positive school culture.

Professional Development and Collaboration

Teachers engage in weekly planning along with periodic data dig meetings to review student progress, align instruction, and plan for intervention and enrichment. Instructional support staff, including the instructional coach, interventionists, and special education teachers, participate in planning sessions to ensure continuity for students receiving services. Professional learning is offered during faculty meetings, in embedded coaching cycles, during morning Learning Labs, and in voluntary instructional sessions.

Leadership and Decision-Making

Campus leadership includes the principal, assistant principals, instructional coach, and behavior coordinator, supported by committees such as the Campus Improvement Team. Decisions are driven by data from STAAR, TELPAS, MAPS Assessments, district assessments, and campus-based measures. Leadership team meetings and MTSS committees meet regularly to review progress and determine supports for academics and behavior.

Organization and Context

The master schedule prioritizes reading and math instruction and intervention blocks. Specialized programs include Early Childhood Autism (ECAP), Young Childhood Autism (YCAP), Life Skills, and both monolingual and bilingual Early Childhood Special Education (ECSE). Tutorials are offered throughout the year with small-group time during the day as the primary intervention model.

Support Services

Student needs are addressed through counseling, dyslexia services, bilingual/ESL support, SPED, and targeted interventions for struggling learners. The MTSS committee meets quarterly to monitor academic and behavioral interventions, and discipline data is reviewed to ensure equitable support. Social-emotional learning is supported through PBIS, CHAMPS, and the Character Strong/Purposeful People curriculum.

Extracurricular and Co-Curricular Opportunities

Students participate in leadership and enrichment programs including Student Leadership, Safety Patrol, clubs, fine arts, and academic competitions. Action Based Learning has been implemented in the 2025-26 school year.

Technology Integration

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Communication

Parents receive information through School Messenger, email, campus newsletters, social media, and the Katy ISD app. The Home Access Center and Canvas provide access to grades, assignments, and progress monitoring. Communication is bilingual to ensure accessibility for all families.

School Processes & Programs Strengths

Perceptions:

Culture & Climate

Survey and focus group feedback indicate that McRoberts Elementary continues to be a safe, welcoming, and inclusive environment for students, families, and staff. Students report feeling connected to the campus, their teachers, and extracurricular opportunities. Staff surveys show that collaboration and team culture are valued, though some areas of communication and workload balance remain opportunities for growth.

Parent Engagement

Parent participation remains strong in some school-wide events such as Meet the Teacher, and community celebrations. PTA events such as Breakfast with

Santa, and Movie Nights are well-attended, demonstrating strong family-school connections. However curriculum nights and the School Carnival attendance decreased during the 2025-2026 school year from the previous school year 2024-2025.

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Root Cause: The high frequency of discipline incidents is rooted in inconsistent Tier 1 implementation of behavior expectations across classrooms, limited teacher capacity with de-escalation and restorative strategies, and insufficient targeted supports for students demonstrating repeated or high-level behaviors. Additionally, proactive social-emotional instruction and reinforcement are not yet embedded .

Problem Statement: McRoberts continues to face challenges in recruiting and retaining highly qualified teachers and paraprofessionals, which impacts consistency in instruction and student support.

Root Cause: Regional competition for certified teachers (especially in SPED and Bilingual), increasing demands on educators, decreases in teachers earning degrees in education, and staff mobility contribute to higher-than-desired turnover rates and difficulty maintaining full staffing levels.

Three Areas of Focus for Next Year:

1. Increasing Academic Achievement in Math, Reading
and Science
2. Behavior management
3. Increasing Parent and Family Engagement

1.2: Location for Evidence of Multiple Meetings Held

The Campus Needs Assessment meetings were held on March 5, 2026 and again on May 7, 2026 via TEAMS at 11:45a.m. All Campus Needs Assessment meeting agendas, minutes and sign-in sheets can be found in the Title I CRATE.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Campus Improvement Plan meeting is on September 4th, 2026 at Large Conference Room. The agenda, minutes and sign-in sheet will be uploaded into the Title I CRATE.

2.2: Stakeholders 1114(b)(2)

Name	Role
Eric Finley	Principal (Katy ISD had 1 principal per campus)
Jennifer Sheffield Shannon Weatherford was replaced by Angelita Cravens Kathleen Terry	Other School leaders
Alica Anderson Vivian Muldunne Tiffany White	District Representatives
Linda Vaz Shalia Williams	Teachers
Maria Churion Monica Cortes Andra Lahr	Paraprofessionals
Larry Cockman Dawn Brown Tina Seaman Jacklyn Minimah-Wilson	Business Representatives
Danette Opara (replacing Carla Ojeda) Ashlynn Bensuk	Parents
Natalia Montalvo was replaced with Monica Carrillo Adam Johnson was replaced by Rodney Alexander	Specialized Instructional Support Personal

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan will be made available on the school website in both English and Spanish. A hard copy will also be made available in the front office. Translation of the document is available in other languages upon request.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Any Title I strategy that has money allocated will also have Title I Elements as indicated in the CIP.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The CIP will be evaluated quarterly. An end of the year a Summative will also be performed and uploaded into the Title I CRATE. A campus needs assessment and root cause analysis will be done in Spring.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angelita Craven	Instructional Coach	Title I	1
Pamela Nutall	AST	Title I	1
Rodney Alexander	Instructional Coordinator	Title I	1
Veronica Guajardo	Bilingual AST	Title I	1

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Instructional materials, professional development, tutorials, and technology.		\$20,000.00
2	2	2	Supplemental Reading instructional materials, intervention resources, tutorials, and extended-learning opportunities.		\$20,000.00
2	3	2	Supplemental mathematics instructional and intervention materials.		\$1,000.00
2	5	1	Science Materials		\$2,100.00
3	1	1	Online Subscription		\$6,000.00
3	1	2	PBIS Rewards APP/Navigate 360		\$5,000.00
3	1	3			\$8,000.00
4	1	3	Title I Funded Employees		\$384,031.00
5	1	1			\$16,000.00
6	1	1	Sibme		\$7,000.00
7	1	1	Parent workshop sessions		\$4,000.00
Sub-Total					\$473,131.00



The Percent of **McRoberts** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 58% to 63% by July 2029.

McRoberts: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	58%	43%	48%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	No	No			
		Internal Goal	-	59%	60%	61%	62%	63%
		Met Internal Goal	-	No	No			

McRoberts: Targets	3rd Grade Reading Meets or Above		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
		Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	27	59%	96	56%	9	44%	0		6	83%	0		4	75%	28	7%	104	51%	73	60%
		2025 Actual	30	50%	71	34%	10	70%	0		7	71%	0		0		35	11%	87	40%	62	35%
		2026 Target				44%												21%				
		2026 Actual	30	43%	73	53%	8	13%	0		4	75%	0		4	25%	33	9%	87	47%	54	48%
		Met Target				Y												N				
		2027 Target		53%														19%				

The Percent of **McRoberts** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 47% to 52% by July 2029.

McRoberts: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	47%	42%	46%			
		State Rate	40%	44%	44%			
		Met State Rate	Yes	No	Yes			
		Internal Goal	-	48%	49%	50%	51%	52%
		Met Internal Goal	-	No	No			

McRoberts: Targets	3rd Grade Math Meets or Above		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
		Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	27	44%	96	46%	9	33%	0		6	83%	0		4	75%	28	14%	104	41%	73	51%
		2025 Actual	30	47%	71	32%	10	70%	0		7	86%	0		0		35	20%	87	43%	62	35%
		2026 Target				42%																45%
		2026 Actual	30	50%	73	44%	8	50%	0		4	75%	0		4	25%	33	15%	87	45%	54	39%
		Met Target				Y															N	
		2027 Target																25%				49%