

**Houston Independent School District**  
**186 Robinson Elementary School**  
**2023-2024 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

District curriculum is used to support students learning. Lessons are internalized and prepared for daily instruction with all necessary copies and resources to support student learning. Students are engaged in class by incorporating MRS strategies that keep them engaged in discussions and writing responses. Students are accustomed to daily expectations that encourage them to learn and use instructional tools in a purposeful manner to assist them when needed. Students annotate and use strategies to help them better understand the content and also breakdown the lesson information for a better understanding. Teacher models this practice and set the expectation for students as they are working. Data is used to plan for misconceptions and future student performance. Using the Demonstration of Learning (DOLs) daily we are able to track student performance to know their strengths and areas of difficulty.

### Student Achievement Strengths

Areas of strength are noticed in 4th Grade Reading and Math (English) Performance has been stagnant from 2021-2022 school to 2022-2023 school year in Approaches and Meets on STAAR testing, however there were some improvements in Math. Students are not showing improvement in the Masters category of testing.

### Problems of Practice Identifying Student Achievement Needs

**Problem of Practice 1:** At Robinson Elementary Rigorous and Aligned instruction is not consistent throughout all grade levels. **Root Cause:** Lack of ongoing professional development to frontload instructional and resource expectations and alignment.

**Problem of Practice 2:** Students are showing minimal improvement in the Meets and Masters category of STAAR testing. **Root Cause:** Teachers have difficulty incorporating basic learning skills with daily curriculum demands in Math and Reading. Curriculum moves quickly daily, so at times learners have not fully grasped the concept to meet the depth of knowledge of more difficult concepts which contributes to a gap in achievement.

**Problem of Practice 3:** At Robinson Elementary activities in primary grade levels are not consistently aligned to grade level standards, which leads to low student performance in Grades 3-5. **Root Cause:** Lesson Activities are not always aligned to grade level standards, lesson focus is not rigorous to all for deep thinking.

# School Culture and Climate

## School Culture and Climate Summary

There are minimal student behaviors. Student follow classroom expectations and maintain positive relationships with students and staff.

## School Culture and Climate Strengths

Positive Campus Culture and Family interactions.

Yes, More opportunities for families to come to the campus have been incorporated.

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** Lack of Family Involvement and participation in activities focused on Academics. **Root Cause:** Although we have provided advance notice of the events for families to attend to discuss academics, there seems to be low attendance.

**Problem of Practice 2:** Lack of Family Involvement and Engagement. **Root Cause:** Teacher to parent communication not always the most effective form of communication.

**Problem of Practice 3:** Teacher tend to communicate mostly through text messages or online messages instead of reaching out and making verbal contact or setting up face to face conferences. **Root Cause:** Clear expectations for parent communication is not always clear and precise.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Open House, A Night Out at Robinson(focused on Math and Reading Instruction along with STAAR Testing Info).

Parents are mostly involved and eager to participate in activities that are not focused on academics. They enjoy coming for selected lunch days (eat with your child Fridays, only twice a year).

Transportation and Work mostly.

Houston Foodbank, Hazel Health, Houston Library and CLothpot.

## Parent and Community Engagement Strengths

Houston Food Bank and Services provided by our school Wrap Around and Communities in Schools.

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** Lack of Family Engagement in activities that promote and encourage academics. **Root Cause:** Families enjoy more non-academic activities such as programs, eating lunch with their child on selected days and Open House.

**Problem of Practice 2:** Lack of Parental Support of Educational Activities and classroom involvement. **Root Cause:** At time parents may not have a schedule that allows them to participate in after school events or before school events.

**Problem of Practice 3:** At Robinson Elementary there is a lack of community support from surrounding organizations and entities. **Root Cause:** The location of the school falls between a neighboring school district, some are not aware of the designated school district.

# Priority Problems of Practice

# Comprehensive Needs Assessment Data Documentation

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

## **Student Data: Assessments**

- State and federally required assessment information

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups




# Key Actions

**Key Action 1:** Strengthen Reading Instruction in all grade levels.

**Strategic Priorities:**

Transforming Academic Outreach




**Indicator of Success 1:** 80% of students will have 5%-10% growth from BOY, MOY and EOY on Reading Assessments. There will be a 15% growth by the EOY. Students will show academic growth and improvement in their targeted skills.

| Specific Action 1 Details  | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Specific Action 1:</b> School leaders will provide feedback in lesson internalization and effective use of the curriculum.</p> <p><b>School Leaders' Actions</b></p> <p>Follow up training and support using Amplify from Instructional Leaders. (Model)</p> <p>Observation with Feedback including next steps for effective Instructional practices.</p> <p><b>Staff Actions</b></p> <p>Pre-Plan and Internalize Lessons including annotating as needed to better understand lessons and be prepared.</p> <p>Plan for misconceptions in all lessons. Generate Next steps for students who may find the content difficult.</p> | Formative |     |     | Summative |
|  | Feb       | Mar | Apr | June      |
|  |           |     |     |           |
| <div> <div>0% No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>   |           |     |     |           |



**Key Action 1:** Strengthen Reading Instruction in all grade levels.

**Indicator of Success 2:** By May 2024 85% of students in Grades K-2 will be proficient on HFW.

| Specific Action 1 Details  | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Specific Action 1:</b> School efforts will be placed in improving Reading, specially at Early Childhood.<br><b>School Leaders' Actions</b><br>On the Spot Coaching as needed to support teachers.<br><br><b>Staff Actions</b><br>Develop workstations and learning opportunities to target all learners. This will allow for differentiation.<br><br>Incorporate daily Read Aloud in Reading Lesson to model Great Reading. | Formative |     |     | Summative |
|  | Feb       | Mar | Apr | June      |
|  |           |     |     |           |
| 0% No Progress  Accomplished  Continue/Modify  Discontinue  |           |     |     |           |

**Key Action 2:** Incorporate daily Read Aloud in Reading Lesson to model Great Reading.

**Strategic Priorities:**

Transforming Academic Outreach

**Indicator of Success 1:** 80% of students in grades K-5 will demonstrate at least 15%-20% of growth on Math Assessments from BOY to the EOY.

| Specific Action 1 Details   | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Specific Action 1:</b> Campus leaders and staff will take and provide Professional Development about Math curriculum.<br><br><b>School Leaders' Actions</b><br><br>Follow up Training and support using Eureka Math by Instructional Leaders. (Model)<br><br><b>Staff Actions</b><br><br>Pre-Plan and Internalize Lessons including annotating as needed to better understand lessons and be prepared. | Formative |     |     | Summative |
|   | Feb       | Mar | Apr | June      |
|   |           |     |     |           |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>   |           |     |     |           |




**Key Action 2:** Incorporate daily Read Aloud in Reading Lesson to model Great Reading.

**Indicator of Success 2:** In May 2024 80% of students in grades K-2 will be proficient in Math Fluency and show progress on targeted skills.

| Specific Action 1 Details  | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Specific Action 1:</b> School leaders will provide effective feedback in best teaching practices in Math.<br><br><b>School Leaders' Actions</b><br><br>Observations and Feedback including next steps for Effective Instructional Practices.<br><br>Plan for misconceptions in all lesson. Generate Next steps for students who may find the content difficult. | Formative |     |     | Summative |
|  | Feb       | Mar | Apr | June      |
|  |           |     |     |           |
| <div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>   |           |     |     |           |

**Key Action 2:** Incorporate daily Read Aloud in Reading Lesson to model Great Reading.

**Indicator of Success 3:** In Grades 3-5 there will be a 20% growth in students performing at the Meets level from the May 2023 STAAR Test.

| Specific Action 1 Details  |  | Reviews   |     |     |           |
|--|--|-----------|-----|-----|-----------|
| <b>Specific Action 1:</b> School leaders will monitor how differentiated instruction is implemented in every classroom.<br><br><b>School Leaders' Actions</b><br><br>On the Spot Coaching as needed to support Teachers.<br><br><b>Staff Actions</b><br><br>Develop workstations and learning opportunities to target all learners. This will allow for differentiation. |  | Formative |     |     | Summative |
|  |  | Feb       | Mar | Apr | June      |
|  |  |           |     |     |           |
| 0% No Progress  100% Accomplished  Continue/Modify  Discontinue   |  |           |     |     |           |

**Key Action 3:** Increase Educator capacity to strengthen first instruction and ensure High Quality Instruction for all learners.

**Strategic Priorities:**

Cultivating Team HISD Talent

**Indicator of Success 1:** 90% of Educators at Robinson Elementary will be Proficient or above in Effective Instructional practices and Delivery using the District Evaluation tool.

| Specific Action 1 Details  | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Specific Action 1:</b> School leaders will create an effective system of Professional Development .<br><br><b>School Leaders' Actions</b><br>Team Calibration Walks weekly to ensure high quality instructional practices. (Observe, Feedback/Discuss, Follow-up)<br><br><b>Staff Actions</b><br>Attend all required Professional Development Sessions. | Formative |     |     | Summative |
|  | Feb       | Mar | Apr | June      |
|  |           |     |     |           |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>  |           |     |     |           |

**Key Action 3:** Increase Educator capacity to strengthen first instruction and ensure High Quality Instruction for all learners.




**Indicator of Success 2:** Student Academic Performance will show 15%-20% growth from End of Fall Semester to the End of the school Year May 2024 on District Assessments.

| Specific Action 1 Details  | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Specific Action 1:</b> Campus leaders will monitor data and provide support.<br><br><b>School Leaders' Actions</b><br><br>Review and Discuss Data with all Educators to target specific skills and learners to provide the best support for all learners.<br><br><b>Staff Actions</b><br><br>Use Feedback Provided from Instructional Leaders as an opportunity of growth to implement all necessary practices and strategies to best support learners. | Formative |     |     | Summative |
|  | Feb       | Mar | Apr | June      |
|  |           |     |     |           |
| <div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>   |           |     |     |           |



**Key Action 3:** Increase Educator capacity to strengthen first instruction and ensure High Quality Instruction for all learners.

**Indicator of Success 3:** By October 2024, 98% of Educators at Robinson Elementary will have attended content specific Professional Development in Amplify Reading or Eureka Math to support fully implemented aligned curriculum.

| Specific Action 1 Details  | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Specific Action 1:</b> Campus leaders will provide specific Professional Development and ongoing feedback in effective implementation of the curriculum.<br><br><b>School Leaders' Actions</b><br><br>Coaching as needed to support Educators. (On the Spot and Scheduled, including modeling)<br><br><b>Staff Actions</b><br><br>Attend focused PLCs (Actively participate to share input and also effective practices based on data driven instruction) | Formative |     |     | Summative |
|  | Feb       | Mar | Apr | June      |
|  |           |     |     |           |
| <div> <div>0% No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>   |           |     |     |           |

**Key Action 4:** Increase Student Engagement in all grade levels PK-5.

**Strategic Priorities:**  
Transforming Academic Outreach

**Indicator of Success 1:** 100% of classrooms will increase student engagement to 98% by May 2024.

| Specific Action 1 Details   | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Specific Action 1:</b> School leaders and staff will focus in student engagement.<br><br><b>School Leaders' Actions</b><br>Weekly Team Calibration Walks.<br><br><b>Staff Actions</b><br>Attend and actively participate on PLC, to share effective classroom practices. | Formative |     |     | Summative |
|   | Feb       | Mar | Apr | June      |
|   |           |     |     |           |
| <div><div>0% No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>  |           |     |     |           |






**Key Action 4:** Increase Student Engagement in all grade levels PK-5.

**Indicator of Success 2:** 18 out of 20 students will participate in student discourse during classroom instruction.

| Specific Action 1 Details   | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Specific Action 1:</b> Campus effort will be placed in developing student discourse.<br><br><b>School Leaders' Actions</b><br><br>Focused PLC to share and discuss effective practices that promote Student Engagement.<br><br><b>Staff Actions</b><br><br>Attend Professional Development that focuses on strategies to improve student engagement. | Formative |     |     | Summative |
|   | Feb       | Mar | Apr | June      |
|   |           |     |     |           |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>   |           |     |     |           |




**Key Action 4:** Increase Student Engagement in all grade levels PK-5.

**Indicator of Success 3:** 95% of Educators will be Proficient in communicating clear and aligned expectations for purposeful talk during classroom room instruction according to the district evaluation tool.

| Specific Action 1 Details  | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Specific Action 1:</b> School leaders will make sure that clear expectations are in place.<br><br><b>School Leaders' Actions</b><br>Observation with feedback and Follow-up.<br><br><b>Staff Actions</b><br>Observation with feedback and Follow-up   | Formative |     |     | Summative |
|  | Feb       | Mar | Apr | June      |
|  |           |     |     |           |
| <div> <div>0% No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> |           |     |     |           |




**Key Action 5:** Maintain SPED Team's compliance of 100% and increase capacity around SPED accommodations in all classroom settings.

**Indicator of Success 1:** Accommodations are relevant and used consistently in the classroom following the student's Individual Education Plan.

| Specific Action 1 Details  | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Specific Action 1:</b> School leaders will ensure every SPED student has an effective IEP plan and goals.<br><br><b>School Leaders' Actions</b><br><br>Meet with the SPED Chair to discuss compliance each week.<br><br>Collaborate with SPED Resource teacher and General Education teacher to monitor use of accommodations in the classroom.<br><br><b>Staff Actions</b><br><br>Be familiar and aware of identified students in class.<br><br>Be familiar and aware of identified students in class. | Formative |     |     | Summative |
|  | Feb       | Mar | Apr | June      |
|  |           |     |     |           |
| <div> <div>0% No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>   |           |     |     |           |




**Key Action 5:** Maintain SPED Team's compliance of 100% and increase capacity around SPED accommodations in all classroom settings.

**Indicator of Success 2:** Maintain SPED compliance by 100% in Easy IEP, including ARDS, Progress Monitoring, and Documentation of Accommodations, and successful implementation of IEP goals and objectives.

| Specific Action 1 Details  | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Specific Action 1:</b> School leaders will keep track of IEPs plans and implementation.<br><br><b>School Leaders' Actions</b><br>Meet with SPED Chair to Discuss Data<br><br><b>Staff Actions</b><br>Have a copy of the each identified student's IEP in class( in specific class)  | Formative |     |     | Summative |
|  | Feb       | Mar | Apr | June      |
|  |           |     |     |           |
| <div> <span>0% No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |           |     |     |           |

**Key Action 5:** Maintain SPED Team's compliance of 100% and increase capacity around SPED accommodations in all classroom settings.

**Indicator of Success 3:** SPED Resource Teacher will participate in content PLCs to gain a better understanding of grade level content to better support learners and differentiate learning materials to best meet their individual learning goals.

| Specific Action 1 Details  | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Specific Action 1:</b> School leaders will monitor that SPED teacher are participating in the PLCs.<br><br><b>School Leaders' Actions</b><br><br>Spot Observations and Walk-throughs with feedback and follow-up.<br><br><b>Staff Actions</b><br><br>Use Accommodations consistently.   | Formative |     |     | Summative |
|  | Feb       | Mar | Apr | June      |
|  |           |     |     |           |
| <div> <div>0% No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> |           |     |     |           |

# State Compensatory

## Budget for 186 Robinson Elementary School

Total SCE Funds: \$603,000.00

Total FTEs Funded by SCE: 10

Brief Description of SCE Services and/or Programs

|  |
|--|
|  |
|--|

## Personnel for 186 Robinson Elementary School

| <u>Name</u>       | <u>Position</u>             | <u>FTE</u> |
|-------------------|-----------------------------|------------|
| Belinda Russell   | NES-A Teacher Apprentice ES | 1          |
| Breanca Smith     | NES-A Teacher Apprentice ES | 1          |
| Ja Carria Ferrell | NES-A Learning Coach ES     | 1          |
| Katy Bonilla      | NES-A Learning Coach ES     | 1          |
| Kayla White       | NES-A Teacher Apprentice ES | 1          |
| LaShawnda Black   | NES-A Teacher Apprentice ES | 1          |
| Myunique Johnson  | NES-A Teacher Apprentice ES | 1          |
| Rosa Zavala       | NES-A Learning Coach ES     | 1          |
| Ryane Gamble      | NES-A Learning Coach ES     | 1          |
| Shenitra Smith    | NES-A Teacher Apprentice ES | 1          |

# Addendums



Texas Education Agency  
**2022 School Report Card**  
 ROBINSON EL (101912186) - HOUSTON ISD - HARRIS COUNTY

### Student Information

This section provides demographic information about ROBINSON EL, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

|                                     | Campus | District | State |  | Campus | District | State |
|-------------------------------------|--------|----------|-------|--|--------|----------|-------|
| <b>Attendance Rate (2020-21)</b>    | 92.6%  | 93.7%    | 95.0% | <b>Class Size Averages by Grade or Subject</b> |        |          |       |
| <b>Enrollment by Race/Ethnicity</b> |        |          |       | <b>Elementary</b>                              |        |          |       |
| African American                    | 20.8%  | 22.1%    | 12.8% | Kindergarten                                   | 18.1   | 18.2     | 18.7  |
| Hispanic                            | 77.3%  | 61.9%    | 52.8% | Grade 1  | 15.7   | 15.7     | 18.7  |
| White                               | 1.5%   | 9.7%     | 26.3% | Grade 2  | 12.1   | 15.4     | 18.6  |
| American Indian                     | 0.0%   | 0.2%     | 0.3%  | Grade 3  | 10.3   | 14.4     | 18.7  |
| Asian                               | 0.0%   | 4.5%     | 4.8%  | Grade 4  | 6.5    | 13.7     | 18.8  |
| Pacific Islander                    | 0.0%   | 0.1%     | 0.2%  | Grade 5  | 6.4    | 14.0     | 20.2  |
| Two or More Races                   | 0.4%   | 1.6%     | 2.9%  | Grade 6  | -      | 19.1     | 19.2  |
| <b>Enrollment by Student Group</b>  |        |          |       | <b>Secondary</b>                               |        |          |       |
| Economically Disadvantaged          | 97.6%  | 79.2%    | 60.7% | English/Language Arts                          | -      | 17.6     | 16.3  |
| Special Education                   | 10.1%  | 8.4%     | 11.6% | Foreign Languages                              | -      | 22.7     | 18.4  |
| Emergent Bilingual/EL               | 58.3%  | 35.1%    | 21.7% | Mathematics                                    | -      | 21.2     | 17.5  |
| <b>Mobility Rate (2020-21)</b>      |        |          |       | Science  | -      | 21.5     | 18.5  |
|                                     | 20.3%  | 14.0%    | 13.6% | Social Studies                                 | -      | 22.8     | 19.1  |

### School Financial Information (2020-21)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: <http://tea.texas.gov/financialstandardreports/>

|  | Campus | District | State |                                 | Campus  | District | State    |
|--|--------|----------|-------|---------------------------------|---------|----------|----------|
| <b>Instructional Expenditure Ratio</b> | n/a    | 63.8%    | 64.2% | <b>Expenditures per Student</b> |         |          |          |
| <b>Instructional Staff Percent</b>     | n/a    | 58.1%    | 64.9% | Total Operating Expenditures    | \$7,595 | \$10,524 | \$11,106 |
|  |        |          |       | Instruction                     | \$5,616 | \$5,989  | \$6,358  |
|  |        |          |       | Instructional Leadership        | \$93    | \$185    | \$186    |
|  |        |          |       | School Leadership               | \$707   | \$749    | \$654    |



Texas Education Agency  
**2022 School Report Card**  
ROBINSON EL (101912186) - HOUSTON ISD - HARRIS COUNTY

### School Information

|                        |             |
|------------------------|-------------|
| <b>District Name:</b>  | HOUSTON ISD |
| <b>Campus Type:</b>    | Elementary  |
| <b>Total Students:</b> | 547         |
| <b>Grade Span:</b>     | PK - 05     |

For more information about this campus, see:

<https://TXschools.gov>

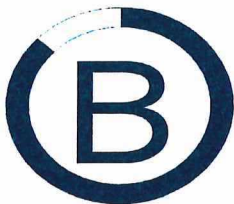
or the Texas Academic Performance Report at:

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/index.html>

### Accountability Ratings

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.

#### Overall Rating



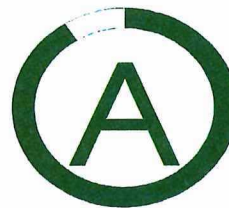
87 of 100

#### Student Achievement



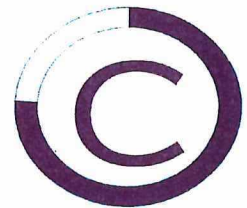
64 of 100

#### School Progress



91 of 100

#### Closing the Gaps



76 of 100

### Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.

