

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [X] Choice

Name of Principal Ms. Tracey Antionette Walker
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Edward Roberson Middle School
(As it should appear in the official records)

School Mailing Address 12430 Veterans Memorial Drive
(If address is P.O. Box, also include street address.)

City Houston State TX Zip Code+4 (9 digits total) 77014-2202

County Harris County

Telephone (281) 891-7700 Fax (281) 891-7701

Web site/URL https://www.springisd.org/roberson2 E-mail twalker@springisd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Rodney Watson Sr. E-mail rwatson@springisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Spring Independent School District Tel. (281) 891-6000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Rhonda Newhouse
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 26 Elementary schools (includes K-8)
 - 9 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 40 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	143	163	306
7	118	139	257
8	109	132	241
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	370	434	804

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 6 % Asian
 - 22 % Black or African American
 - 64 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 6 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 3%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	25
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1, 2018	831
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish, Arabic, Cantonese, Vietnamese, Ewe, Malayalam, Cambodian, Tagalog, Urdu, and French.

English Language Learners (ELL) in the school: 27 %
220 Total number ELL

7. Students eligible for free/reduced-priced meals: 76 %
 Total number students who qualify: 611

8. Students receiving special education services: 2 %

19 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>7</u> Autism | <u>11</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>2</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>5</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	27
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	23
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 30:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	96%	96%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Edward Roberson Middle School will produce well-educated, well-rounded, culturally sensitive and socially conscious individuals, cultivating their innovative ability to flourish and become the leaders of tomorrow.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Roberson utilizes a three-phase application process available to all Spring ISD elementary students entering middle school. The initial phase includes the completion of an application and review of the student’s records (grades, discipline, attendance, and assessments). Next, a second phase is conducted allowing qualified applicants to participate in a live panel interview. Additionally, during the second phase, students are required to choose and present one of four audition options such as a digital presentation, a digital or standard visual-art portfolio, a vocal performance, an instrumental performance, or a concert/performance dance. All auditions are scored measuring each applicant’s interests and commitment to learning tied to the courses offered at ERMS. Applicants who progress through the first and second phases are then entered in a live lottery, administered by a private auditing firm to ensure an unbiased random selection of qualified students. This process is used to further narrow down the selection to the campus enrollment limit for incoming 6th graders. Students selected through the lottery are placed within one of the four program areas of ERMS as incoming 6th grade students.

PART III - SUMMARY

Dr. Edward Roberson Middle School (ERMS) is a Math, Science, and Fine Arts Academy in the Spring Independent School District (SISD) located in the northern, urban area of Houston, Harris County. The origin of the school began with a group of district leaders – including Roberson’s original principal and current principal (who first served in the role of associate principal) – joining together with parents and other community stakeholders to form a committee to address the urgent need for opportunities and choice within the district. Founded in 2009, ERMS implemented a strategic, transformational design that serves students with unique instructional needs and interests atypical of a traditional classroom.

Dr. Edward Roberson Middle School is a leader of innovation, emphasizing a collaborative ownership model, incorporating key components of 21st century skills balanced with grade-level expectations of the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) for English Learners (ELs). Students are skillfully introduced to small learning communities featuring project-based, problem-based, and performance-based instruction through programs promoting College and Career Readiness (CCR) in the areas of science, technology, engineering, math (STEM), and the arts. Educators deliver high-quality instruction to scholars within the four pathway/community areas of Performing Arts, STEM Engineering, Law Enforcement, and Environmental Agriculture. Students take seven courses daily following the TEKS requirements for middle school. The seven courses include science, social studies, math, English language arts and reading (ELAR), two elective courses, and an intervention/enrichment block. Additionally, after-school intervention and co-curricular clubs/organizations are available to support students. In one unique feature of the school, every 8th grade student leaves with 1.5 to 4.5 high school credits.

Serving all of Spring ISD, the ERMS student body demographically represents 25 elementary schools, reflected in race/ethnicity, socio-economic status, prior academic achievement, and other varying sub-populations. The population is a diverse racial/ethnic body: 64% Hispanic, 22% Black, 6% Asian, 6% White, and 2% American Indian/Alaskan Native. Additionally, ERMS is historically categorized as a Title I, at-risk campus, with 76% of students receiving free and/or reduced lunch. Since opening, ERMS has routinely served a sub-population of 27% English Learners, 2.4%-12% Special Education students, and 20%-31% identified Gifted and Talented students. Due to the three-year agreement policy, ERMS has historically maintained a low mobility rate of approximately 3%.

Roberson is highly regarded as one of the district’s flagship schools due to its unique curricular design and transformational culture. For 11 years, ERMS has committed to offering field experiences and outside community partnerships that extend learning beyond the classroom. Students attend tours and informational sessions at several universities and host speakers from groups such as the Organization of Black Aerospace Professionals (OBAP), NASA, and the Super Girls Shine (STEM) Foundation. Moreover, traditions of academic/social-emotional learning competition serve to enhance learning experiences and improve academic performance. ERMS students have received notable awards and recognition at local, state, national, and international levels. For example, 6th–8th graders were awarded medals in Singapore in the 2014 Global Round of the World Scholars’ Cup. Additionally, students earned 1st, 2nd, and 3rd placements between 2015 and 2018 in both Science Olympiad and the Southeastern Consortium for Minorities in Engineering (SECME). Recent accomplishments include the 2019 Science Olympiad Texas State Spirit Award Overall Winner and 5th place in the SECME National 2019 Mousetrap competition. Other competitions include the Future Farmers of America (FFA) Tri-Club Livestock Show and Rodeo, with medals dating back to 2015 and recent 1st place recognition, and 2019 Grand Champion Single Fryer Rabbit competition. Notably, performing arts students have received recognition in the Houston Rodeo Art Show, the Mozart Hammond Music Scholarship Awards program, and the National Scholastic Art & Writing Awards. Furthermore, sponsored by the National Urban Lacrosse Alliance and the J.J. Watt Foundation, Roberson offers lacrosse and a 2019-20 State Champion recognized wrestling program as part of the school’s tradition of excellence.

The 2018 State of Texas Assessments of Academic Readiness (STAAR) passing rates for ERMS yielded the highest outcome measures in the history of SISD middle schools. Most impressively, ERMS earned 5 out of

7 state distinction ratings for ELA/Reading, Science, Comparative Academic Growth, Comparative Closing the Gaps, and Post secondary Readiness. Roberson is also extremely proud of being named a 2019 Texas Gold Ribbon School for receiving an A (91%) report card rating as a Texas at-risk school with at least 75% of students receiving free and/or reduced lunch, and subsequently being named a 2020 Education Transformation School by Good Reason Houston, both non-profit Texas organizations. In August 2019, ERMS transitioned from one of the oldest school buildings in SISD to a new state-of-the-art facility designed specifically to enhance Roberson's specialty programs and level of instructional rigor for scholars. Through its high-quality instruction and strong culture, ERMS academically, socially, physically, and culturally empowers students to thrive and, upon leaving ERMS, to take part in some of the most elite secondary programs in the district as well as to succeed in college and career.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

A curriculum aligned to the TEKS and the ELPS for students with limited English proficiency (LEP) along with corresponding progress measures supported by professional development is the instructional philosophical approach used at Roberson. This approach combines the efforts of all instructional staff, parents, community members, and students in modeling effective school practices daily. Additionally, educators use enriched instruction methods such as problem-, project-, and performance-based instruction. Immediate assessment and monitoring routines, in conjunction with response to intervention at all levels of student mastery, including opportunities to reteach and retest. Educators use the Spring ISD official curriculum and pacing calendar to guide instruction of the grade-level TEKS for Math, ELAR, Science, Social Studies, Career and Technological Education, and Fine Arts.

Strong instructional planning practices are implemented to allow collaborative professional teams, led by instructional leaders, to meet daily as cohorts. Discussions during team meetings include data analysis routines, planning and preparation protocols, monitoring and assessment strategies, response to intervention strategies, and planning opportunities for students to engage in off-campus field experiences. Best practices by educators further include high-yield routines, systems, and structures that drive the level of rigor within the classrooms.

Educators further utilize instructional strategies such as note-taking, routine checks-for-understanding, and aggressive monitoring with a learning exemplar to set the standard for the demonstration of learning and immediate feedback. Moreover, educators, when necessary, consistently employ instructional adjustments to address the needs of all students. Reteaching, reassessing, and progress monitoring systems are a regular practice for all students, including students served under Special Education, Section 504, English as a Second Language, At-Risk, and the Gifted and Talented Education programs.

1b. Reading/English language arts

The instructional philosophy of the ELAR department at Roberson Middle School builds upon the idea that literacy is the foundation to all curriculum and content areas as well as most areas in everyday life. At Roberson Middle School, all stakeholders are charged with ensuring students are able to fluently read, write, speak, listen, and critically think for the purpose of communicating effectively in today's society. Roberson Middle School students continue their literacy path from elementary into middle school with the introduction of the 6th grade TEKS and the ELPS. The same literacy focus is applied in 7th grade while taking a deeper approach to writing and responding to text. At the end of 7th grade, a series of formative and summative measures, teacher inventory, and parent survey data is reviewed to provide students that qualify additional opportunities and choices in 8th grade. Students that do qualify are able to enroll in English I, an advanced tiered high school credit opportunity. ELAR teachers ensure that by the time students enter the 8th grade, they have demonstrated growth as readers and writers capable of applying literacy skills – such as activating prior knowledge, summarizing, questioning, and sequencing – to complex content area text.

The ELAR department uses the district curriculum content maps, pacing guides, and thematic units aligned with the TEKS for 6th through 9th grade. The lessons are designed for explicit instruction and practice through a gradual release method. The instruction begins with objectives and skills being explicitly taught and developed. Skills are strengthened through peer collaboration, modeling, critical thinking, literature circles, writer's workshops, and immediate teacher facilitation and feedback. Embedded within the ELAR classroom is the small group instruction model, which allows teachers the opportunity to evaluate students' learning strengths, locate gaps in the development of their reading skills, and offer reteach opportunities focused on specific learning objectives.

The ELAR team meets daily through a professional learning community grade-level cohort. Leaders

implement a system-wide process that is practiced consistently across all four core content areas. Teachers are required to prepare before each PLC in order to be purposefully contributing members of the learning community. Teachers and leaders alike use ongoing data analysis that promotes intentional approaches to critical planning, implementation, and literacy improvements. The planning protocols include an analysis of student outcomes for scholars that perform considerably below grade level, and for scholars that may be reading and writing on grade level but continue to struggle with increasingly complex texts. Likewise, planning protocols address students that may excel in the areas of reading and writing and require a more rigorous and challenging experience to avoid boredom and academic apathy within the classroom. Overall, the efforts of the ELAR department – employing a strategic balance of the curriculum, required standards, data analysis and progress monitoring, and daily professional collaboration – provide students strong literacy foundational skills through initial instruction for student success.

1c. Mathematics

Math instruction at Roberson Middle School specifically prepares students for content skills and objectives through grades 6-9, including Algebra I. The problem-based instructional design and delivery approach that Roberson teachers use creates a learning environment of exploration into the world of everyday mathematical themes, skills, and objectives, thus preparing students for the highest level of rigor in high school math and postsecondary education. Roberson students begin the problem-based approach to the middle school math trajectory by first mastering 6th grade Spring ISD curriculum aligned with the TEKS, moving into 7th grade-aligned math curriculum content. At the end of 7th grade, student summative evaluation outcomes, teacher inventory/recommendation, as well as parental surveys are used to enroll students in 8th grade Math or Algebra I, in which 8th grade students earn high school credit following the advanced placement curriculum opportunity.

Within the math instructional classroom, teachers create opportunities in class for students to see the connection of mathematical concepts to real-world applications. The teacher begins the process with intentional planning through collaborative grade-level cohorts led by campus math instructional coaches and administrators. The cohorts use the Spring ISD curriculum maps and pacing calendars addressing all of grade-level TEKS. As expected of all core content area/level cohorts, each grade level meets daily as a professional learning community to discuss the student expectations that must be addressed. The lesson plans include following the protocols to guarantee a clear learning goal is set. An “I can” statement guides instruction that is both meaningful and impactful. Each teacher writes the TEKS-based “I can” objective statement based on expected student outcomes. They also incorporate how the math objective should be demonstrated, and why it is essential for scholars as it relates to relevant, day-to-day practice. This protocol allows students to begin the instructional block of time making the connection to the real world. This lesson delivery approach is joined with an introductory engagement hook/moment at the beginning of the lesson that engages students’ attention immediately. The math lesson design assures that students explore what they already know about the TEKS skills and objectives in comparison to what they still need to inquire and learn about as it relates to the learning goal. Students understand that by the end of each lesson, they will use the information taught to answer a real-world problem involving the learning objective/goal for the day. In the math classrooms at Roberson, the students are provided direct instruction that is used to deepen and develop their understanding of the math objective for each lesson. After the initial hook and delivery of direct instruction, teachers allow students to hold academic discussions to deepen the learning concepts. Students solve problems that connect learning to topics that are authentic and comprehensible to them. Students are required to use their growing math knowledge at a rigorous level.

Roberson Middle School math department teachers work hard at differentiating lessons that are consistently engaging for students, inspiring them to learn and think at a higher and broader level.

1d. Science

The science department at Roberson plans effective instruction – taught around the framework of the scientific method – to promote a collaborative and inquiry-based learning experience. Science teachers use the Science 6th-8th grade TEKS standards to guide learning expectations. Prior to instructional delivery, Roberson science teachers examine campus, district, and state data such as the State of Texas Assessments NBRS 2020

of Academic Readiness (STAAR) to guide learning for all students. Teachers also use specific demographic data such as the Texas English Language Proficiency Assessment System (TELPAS) to guide any linguistic considerations for English Learners (ELs) to effectively support these students.

Students are initially engaged in the learning process through any given presentation that may pique their interest. During the first phase of science instruction, the learner begins with exploratory experiences. In the exploratory stage of instruction, learners begin determining what questions may be asked based on an identifiable problem that is congruent with the scientific process. Included in scientific exploration are various real-world activities within a well-equipped laboratory setting similar to that found in colleges across the country. Additionally, the learner develops questions, researches concepts, investigates testable questions, generates a means to test developed hypotheses, observes and records empirical data, and examines data. Upon examining the data, students begin constructing possible explanations. Moreover, students are able to make connections or dispel misconceptions to prior knowledge. Through this instructional technique, students are able to demonstrate learning through developed solutions to the initial question established from the identified problem. Throughout this learning cycle, the science teachers assess the prior knowledge of students at the start of class, during lab activities, and towards the end of class.

1e. Social studies/history/civic learning and engagement

The social studies department uses strategic best practices tied to the TEKS and ELPS in conjunction with the SISD curriculum to plan and deliver research-based instruction. Daily, teachers work in professional learning communities to examine data, plan lessons, and create interactive experiences designed to promote rigorous and relevant learning. Utilizing a gradual release process, station teaching, project-based learning, and civic learning and engagement as the instructional methods, teachers ensure that social studies classrooms are student-centered. All instruction is aligned with relevant, real-world application tied to historical events and concepts. Through these activities, teachers strengthen students' content knowledge and skill as well as their commitment to interact effectively with community members to address shared problems.

Civic engagement learning within the ERMS social studies classroom is enhanced through enrichment opportunities linked to school, community, and local government through ERMS organizations and field experiences. These specifically include mock trials in the simulated courtroom located in the Law Enforcement pathway/community instructional area. Mock trials allow students to apply concepts of the Civil Rights Movement to trial events and portray lawyers, witnesses, court clerks, and bailiffs. Additionally, students are able to experience Meet and Greets, such as the ERMS Houston City Council field experience. The ERMS Meet and Greets are designed to provide students with opportunities to hear and learn from individuals working in government, law, history, and politics, and to engage scholars in discussions of public policy and government. Other civic engagement opportunities for ERMS scholars include the annual SISD and State of Texas History Fair and the SISD Black Art History Fair in which students experience broad concepts within historical context through active learning tied specifically to the social studies classroom. With instructional rigor, frequent discussion, debate about current events and controversial issues, and service learning tied to curriculum and instruction, social studies classrooms at ERMS provide scholars with the knowledge, skills, and values they need to be informed and engaged participants in society.

1f. For secondary schools:

Roberson's belief and vision as it relates to college and career readiness is that there is a direct line between school readiness and success in college or the workforce. Teachers and leaders make observable efforts in demonstrating the College and Career Readiness Standards (CCRS) in the areas of ELAR, math, science, and social studies.

The goal of every teacher is to push students to think critically for themselves. The instructional strategies used by ERMS teachers include daily thinking practice activities, in which teachers guide habits of discussion among students. Teachers equip students with enhanced vocabulary, communication skills, and verbal/nonverbal techniques that extend the soft skills for quality academic discourse. Students practice

college and career readiness skills of thinking critically by defending a point of view, clarifying a meaning, shaping a prediction, asking a question, and composing comments tied to learning. These strategies help teachers reinforce skills so student learning extends beyond the page to analyzing, creating, and producing information in new ways.

Through the different modalities of core instruction at Roberson, teachers empower students to understand daily objectives as they relate to college and career readiness, including for careers such as aerospace engineer, health care professional, engineer, and artist. The curriculum is designed to enhance students' basic skills in addition to extending how students think. These integrated instructional experiences are crucial for student success because students may be asked to do more as the opportunity to access college coursework becomes available through the Early College High School Programs. Teachers' efforts support students' ability to advance not only within the ERMS community, but in overall college and career readiness as well.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

The learner profile for ERMS students includes seven classes daily, of which four are the required core content courses and one is an intervention/enrichment block. The electives follow the district curriculum, the TEKS, and/or the Next Generation Science Standards (NGSS) and employ project-, problem-, and performance-based instruction.

While all 6th–8th grade Performing Arts (PA) students study and practice the fundamentals of dance and performance as PE credit electives, the remaining 420 6th and 7th graders in the other three pathways are required to take 2 years of general PE every other day. The PE teachers emphasize health, wellness, and fitness, and coach the extracurricular boys' and girls' lacrosse program and the state-recognized boys' and girls' wrestling program. The extracurricular PE programs have become a part of the award-winning competition tradition for ERMS and have proven themselves a great way to foster physical development for scholars. They serve to enhance discipline habits and solidify collaborative ethics and responsibility, all while strengthening an overall sense of student success.

All 8th graders are enrolled every other day in College and Career Readiness (CCR) for a semester, paired with Professional Communication (as a half high school credit) in the opposite semester. These courses offer skills and strategies for college and career preparedness, enabling students to make the most of high school endorsement options.

Paired with PE or CCR, Art and/or Art Photography is offered to all 6th–8th graders with the exception of those enrolled in the Performing Arts pathway. Roughly 500 students advance in visual art each year, allowing 8th graders high school credit. The program enhances academics by fostering creativity, abstract thinking, and reflection. Students learn traditional art form through drawing, painting, sculpting, printmaking, pottery, and graphics. Art has served as a gift in cultivating diversity within the ERMS culture and beyond through academic competition such as the Hispanic Heritage Month contest, SISD Black Art History Fair, Houston Rodeo Art, the State Visual Arts Scholastic Event, and the National Scholastic Art & Writing Competition.

As an alternative to art, high school credit Spanish I is offered to 7th graders, and Spanish I and II as well as Spanish Native Speakers I and II are offered to 8th graders. Students are able to engage in different types of language learning lessons that teach them to apply basic communication skills and demonstrate an awareness of language patterns. Each year, ERMS has approximately 80 7th and 8th graders that choose Spanish as a pair with PE and/or CCR in lieu of the art elective option. Both art and Spanish offer high school credit for 8th grade students as they leave ERMS.

Each of the 4 pathways have approximately 200 students enrolled in elective courses daily. The PA pathway is highly sought after by students who are interested in choir as vocal and dance as PE every other day, with daily guitar, percussion, or piano instrumental study. The program cultivates improved thinking skills within

technology-driven piano labs, acoustic practice rooms, and a double-sided large group instruction stage. Many scholars excel significantly once immersed in the PA instruction.

Students enrolled in the STEM Engineering, Law Enforcement, and Environmental Agriculture Science pathways are introduced to concepts of engineering design, forensics, public safety, the stages of economy, extraction of natural resources, and production. In 7th grade, scholars explore and investigate careers with the broad range of STEM, law enforcement, and the environmental-agricultural industry. In 8th grade, students enroll in the high school credit courses within these three pathways. Students in STEM enroll in Gateway to Technology I and II. The course uses objectives/skills outlined by the National Project Lead the Way program. Instruction in maker-spaces, multimedia labs, and wet labs equipped with robots, 3D printers, and drones empowers students to be creators of programming, computational thinkers, and coders refining their skills in the computer sciences through real-world experiments. The Law Enforcement students enrolled in Principles of Law Enforcement use critical thinking skills to analyze information and problem-solve in a simulation courtroom. Lastly, Environmental-Agricultural students study Principles of Agriculture, Food, and Natural Resources and master learning through an interactive classroom, outdoor greenhouse, and a laboratory setting that houses small animals. Students learn the value and impact of human-animal interaction and plant life, and experience the social-emotional benefits that these hands-on experiences offer. The ERMS electives provide seamless integration resulting in well-rounded, critical-thinking, globally competitive scholars.

3. Academic Supports:

3a. Students performing below grade level

The ERMS instructional team identifies the individual needs of students through performance monitoring systems, assessments, and teacher feedback prior to the start of each year. It is the ERMS belief that all students participate in intervention and/or enrichment in order to close achievement gaps and grow to a higher level of mastery. Data is used to identify approximately 400 students in the below-grade-level to on-grade-level range. Groups of 15 students or less are clustered by each grade level's State of Texas Assessment of Academic Readiness (STAAR) subject area of reading, writing, math, science, and/or social studies. Through ongoing progress monitoring, students are rotated in and out of these small groups, allowing newly identified students to receive support.

Teachers and leaders meet during a common planning time daily as grade-level cohorts to address initial instruction and intervention instruction. Weekly, decisions are made to identify skills based on district objectives that have not been introduced, skills most frequently tested on the STAAR, and skills where the data shows student struggles. Teachers then implement best practices including direct-teach instruction, campus note-taking strategy using both paper and digital interactive notebooks, teacher modeling, and guided peer academic discourse. Historically, LEP and special education students have demonstrated an achievement gap of at least 10% below all students on the STAAR. In order to individualize instruction, particularly for these two identified sub populations, teachers implement a rigorous, high-yield strategy routine of checks for understanding with aggressive monitoring. With this EMRS strategy, teachers create and walk a monitoring pathway for each class, permitting them to reach all students within a set time frame. Teachers create an exemplar for student appropriate thinking and learning, keep it on hand, scaffold and verbally state learning expectations in short laps, while they strategically check for understanding. They are able to provide immediate feedback and pull students for small group or individual instruction as they identify gaps or mistakes in learning. This process aids in intentionally closing small gaps over a longer period of time for struggling students.

3b. Students performing above grade level

Roberson Middle school provides support for students above grade level by offering high school credit opportunity and pre-Advanced Placement courses in all four core classes. Pre-Advanced placement is required of all students identified as gifted and talented (GT). Although ERMS services approximately 254 students in the GT program, all students are afforded the opportunity to participate in above grade level courses through additional placement options such as standards-based universal screeners paired with

teacher inventories and parent appointment.

Roberson offers accelerated instruction through differentiation in the general education classroom. High rigor at ERMS is defined as a fluid exposure and repeat practice of the same specific objective or skill in at least 4 different ways. ERMS fortifies the learning with strong varied activities so that a meaningful foundation is established. This protocol for rigor solidifies academic growth, and facilitates teachers by ensuring they employ 4 practical, intentional reinforcements per objective/standard. The common choice-board strategies such as peer discussion, technology blended collaborating activities, student discovery approaches, compare-contrast activities, defending answers and ideas, and student modeling are used daily.

Through the during-the-day intervention class, Roberson implements literacy across the campus. All students not assigned to a small group for targeted instruction are assigned literacy enrichment class. All core and elective ERMS teachers receive guided-reading professional development. Teachers that do not deliver targeted small group instruction during intervention deliver guided reading lessons developed by campus instructional literacy support staff. With current, relevant school wide grade-level literacy options as the motivating factor for students, and data-driven skills lessons to drive improved achievement, literacy skills are maintained, supported, and enhanced for students performing above grade.

Stimulating learning experiences such as non-traditional sports, chess, music, creative writing, book clubs, and robotics provide additional intellectual challenge and developmental opportunity outside of the classroom for ERMS students. Gifted and talented students also participate in enrichment programs and academic contests such as Science Olympiad, National History Day, Destination Imagination, and Odyssey of the Mind.

3c. Special education

All ERMS teaching and support staff recognize the importance and need for special education students to have an advocate to improve their chances for emotional, social, and academic success and growth. General ED core and special education teachers follow the same campus planning protocols, utilizing a common planning time to ensure students feel supported and acknowledged, and have equal opportunity to experience achievement.

Roberson is an inclusive campus that supports all students. Prior to the start of school, the team uses student data, goals, and objectives according to each student's Individualized Education Plan (IEP) and Intensive Plan of Instruction (IPI). This process allows the team to strategically address specific gaps in learning. ERMS teachers apply the campus routine for aggressive monitoring of all independent practice, assessing student progress and accommodating needs on an individual basis.

Furthermore, ERMS special education staff and leaders use the Response to Intervention (RtI) process to fluidly apply tiered intervention approaches. First, all students receive strong initial instruction (Tier 1). Students identified as at-risk due to reading and math difficulties receive short-term instructional interventions (Tier 2), while students in the Tier 3 range need more intensive intervention. As with all ERMS students, special education students are assigned a targeted, small group intervention class during the day as well as after school, allowing both general and special education teachers the opportunity to reinforce students' IEP learning goals. One of the high-yield strategies used to offer support for special education students is the delivery of instruction through different modalities such as visual, kinesthetic, auditory, and tactile practices during small groups. Additionally, differentiated instruction in a specially designed pull-out in some cases is recommended by the Admission, Review, and Dismissal (ARD) committee.

Roberson Middle School's overall push is to effectively shape the delivery of instruction with equitable learning opportunities for all students, thus gradually closing learning gaps for special education students.

3d. ELLs, if a special program or intervention is offered

All ERMS teachers of English Learners (ELs) receive Sheltered Instruction Observation Protocol (SIOP) training. Teachers develop the needed skills during the SIOP training to better meet the linguistic needs of

ELs. All core instruction throughout the school year is aligned to the TEKS and the ELPS. Prior to lesson development, teachers examine all the State of Texas Assessments of Academic Readiness (STAAR) and TELPAS data relevant to evaluating ELs. Teachers study the TELPAS data of the four basic domains: listening, speaking, reading, and writing, and each student's specific rating of Beginner, Intermediate, Advanced, and Advanced High.

Trained teachers use the "push-in" model daily, providing high-yield strategies addressing the ELPS in core classes. Through teamed teaching, these strategic and intensive techniques include providing multiple opportunities for response, question framing and scaffolding, non-linguistic representation of content and concepts, practice with reading and writing in small groups, academic discourse with peers, and clear immediate feedback from teachers. Likewise, interactive notebooks, foldables, graphic organizers, and other visual supports are embedded within the classroom to support our ELLs.

ELL students receive targeted small group instruction during the daily intervention block as well as during after-school intervention. The instruction serves to address linguistic needs as well as TEKS-based instructional needs. Additionally, all ELs rated as Beginner and Intermediate on the TELPAS assessment are provided specially designed pull-out instruction twice a week in order to receive more targeted differentiated instruction. Instruction for pull-outs is provided by trained staff, with the use of web-based literacy and linguistic instruction aligned to the specific skills diagnosed for each Beginner and Intermediate EL. The specific interventions are aligned to each student's needed accommodations and learning gaps.

As an additional layer of support, the Language Proficiency Assessment Committee (LPAC) Administrator and ESL Contact consistently monitor and conference with ELs during and at the end of each grading period to assess patterns and trends related to student performance.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The student engagement philosophy is that staff members are the vessels of support trained to practice strategies and use resources wisely so that at-risk factors are not barriers for ERMS students. The cultural norm is that all staff members are responsible for leadership as change agents advocating student achievement.

Students are greeted at the threshold and told they are ERMS Remarkable D.N.A. (Definitely Not Average) This reminder is followed by a daily ERMS creed in which scholars declare school pride. High expectations, weekly attendance incentives, grade challenges, social-emotional connections during lunch, student of the month pride moments, and restorative measures are tools used to give students skills for life. They are taught how to solve conflicts in the same way they would solve a STEM problem. They are taught to use the same critical thinking skills they would apply to solve a mystery in a law enforcement class. They learn how to use voice to speak confidently about their wants, needs, and desires. It is very common for students to email the principal with a problem, project, or service learning idea. For example, ERMS 6th grade students have self-advocated, requested an adult representative, and presented before district leaders regarding desired outcomes with child nutrition options. These efforts have produced system-wide impact in district cafeterias. Through experiences such as these, together with opportunities such as board of trustee performances and spotlight recognitions, ERMS students practice how to speak profoundly and demonstrate on-the-spot learning.

ERMS students stay after school Mondays through Thursdays and on Saturdays during the months of September through May. They are engaged in extended-day intervention, performance and competition practice, and various clubs and organizations. With the priority being academics, approximately 400 targeted students of all performance levels are assigned to a highly qualified teacher. The school provides transportation as well as a free Fuel to Go supper program, which provides scholars with a hot meal immediately after school. The goal is to ensure 100% attendance in intervention and programs as well as ensure that scholars' nutritional needs are met, as most are at-risk due to socioeconomic factors. Most importantly, we want to assure parents that students' overall success and achievement is valued.

If not in an intervention, students are involved in one of the many after-school extracurricular programs and activities that promote leadership development, networking, and real-world field experiences. The ERMS Step Team, Go to High School-Go to College (founded by Alpha Phi Alpha fraternity), SuperGirls Shine STEM Foundation, National Junior Honor Society, Student Council, SECME, and Science Olympiad are just some of the organizations that daily engage students in leadership and service, driving students' overall success both socially and academically.

2. Engaging Families and Community:

Roberson has received the award for 5 years for being the secondary school having the most charted parental involvement and community outreach hours. This effort begins with comprehensive supports for students such as medical, social service, community agency education for parents, peer networks, and restorative circles and practices that help ERMS scholars succeed socially and academically. With 76% of the students identified as socioeconomically disadvantaged, Roberson provides free breakfast, free after-school hot meals, and transportation to all students. The goal is to assure parents of scholars' well-being, so that they may receive the extended-day instruction and enrichment. Due to these structures, attendance incentives, translated print material and devices, bilingual staff to serve the large Spanish-speaking parent demographic, and in some instances sign-language interpreters used for parent communication and curriculum nights, ERMS has historically had 70% of the student population involved in programs on a weekly basis. This has heightened student achievement as a schoolwide effort.

Aside from a sound parent-teacher organization, several events allow parents and the community to embrace a connection to Roberson. The Annual Showcase Night starts the journey for interested 5th graders as an

introduction to the school, the selection process, and programs through live student presentations. Additional events include the Annual Teach or Treat Literacy/Breast Cancer Awareness Night, which involves teachers and staff, firefighters, and public-service organizations ensuring free books are accessible to students of all ages. Co-fundraised by community restaurants, the Annual Curriculum Night prepares parents for a strong start by clearly communicating instructional expectations. Additionally included are monthly performing arts showcases and the Annual College and Career Fest in partnership with Axis Youth Network. This event invites all to network with Historically Black Colleges and Universities. Lastly, through partnerships with the Galveston Bay Foundation, the Organization of Black Aerospace Engineers, SuperGirls Shine (STEM) Foundation, the male student Go-to-High-School Go-to-College, and the female student Delta Academy, service and scholarship programs cultivate diversity and global citizenship that keep parents and community members committed to student success.

Open communication is facilitated through weekly principal newsletters reviewing school data and instructional goals, highlighting celebrations, and sharing teacher updates. Digital parent portals and various social media platforms enhance engagement. Likewise, Roberson embraces an open-door policy, hosting campus visits from state and area leaders and educational organizations. Visited and featured as award recipients by prominent school improvement businesses and organizations such as Children at Risk, Good Reason Houston, and Huckabee Architect CampAce, Roberson continues to build a strong network to bridge the gap between school, home, and the community.

3. Creating Professional Culture:

The ERMS professional learning community (PLC) framework is a living document the principal and associate principal strategically designs prior to school which includes all assessment dates, professional development dates, submission deadlines, teacher duties, learning sessions, and all campus meetings dates for ERMS stakeholders. The system serves to empower staff as leaders understanding campus needs that drive student achievement. All staff members achieve personal, professional goals in a timely manner and work positively, efficiently, and proactively together as one cohesive team. With vision and goals always clear and action steps aligned, teachers feel supported in their work as a Roberson team-member providing quality instruction in a positive school environment.

ERMS leaders understand highly qualified teachers are the single most significant individuals before students. Spring ISD teachers are expected to acquire 100 hours of professional development each year; however, Roberson teachers go beyond by extending learning through partnerships with PLTW; the Asia Society; The Conference for Mathematics Teaching; Rice University Office of STEM Engagement; and Lead4ward. These organizations provide teachers growth in the areas of real-world instruction, teaching global competency, state test analysis, and GT instruction. All leaders and teachers are required to attend training on the SpringWay Systems and Routines which operates from Doug Lemov's Teach Like A Champion theory. Capacity is built as leaders ensure that all teachers implement routines such as threshold, strong start, board-configurations, aggressive monitoring, creating exemplars, and common checks for understanding. To further drive school improvement, learning and execution days are included on the ERMS PLC framework, empowering teachers to advocate for their growth. ERMS teachers become masters of their craft by reviewing pedagogy, doing At-bats, and demonstrating recorded exemplar implementation. Campus learning days have become a mechanism for team-bonding, and school climate is strengthened through 100% launch days in which everyone participates in a school-wide execution of a routine. Through real-time learning, and real-time coaching, students and staff grow as one unified campus.

Lastly, common period PLCs drive grade level planning. The ERMS 5 Step Prep process, developed by the principal, is taught and reinforced yearly to build high performing teacher teams through intellectual preparedness. Before arriving to PLC on the 2nd day of each week, the PLC leader and teachers review upcoming learning standards, make item analysis notes, chart frequency and distribution of standards, and study misconceptions of students. Student achievement gains have resulted from this practice, for it requires leaders and teachers to bring backwards design preparation in hand to planning. All are valued as sole contributors to a high performing team able to share, discuss, and parallel standards with best teaching practice and assessment.

4. School Leadership:

The leadership philosophy of Roberson embodies principles of servant leadership in that all leaders lead with, empathy, stewardship, awareness, integrity, and professionalism as change agents for students. The principal is the change agent and instructional leader driving the vision through all stakeholders. Staff members, teachers, and other leaders are empowered through coaching and accountability, embracing the idea that leadership belongs to all individuals irrespective of title. The overall goal has been to empower all individuals, both students and staff alike, to see their own leadership potential. Leadership leverages that contribute to student achievement and student growth at ERMS are continuous improvement action steps, common understanding of the campus goals, the distribution of leadership, and the intentional development of others.

Roberson has a well-developed, unified administrative team consisting of the principal, the associate principal, and two assistant principals. Though the team works closely through instant communication devices, the team holds face-to-face meetings on a weekly basis to review weekly campus improvement goals, study student and teacher data, and make intentional decisions supported by an action steps process that the team utilizes. Some of the responsibilities of the team include facilitating schoolwide systems and routines; master scheduling; student and building safety; coaching teacher instruction; student and staff attendance; professional learning communities; and assessing learning through classroom observation.

The instructional leadership team consists of the administrative team; the at-risk student support specialist; the Math, Literacy, Limited English Proficiency (LEP), and Gifted and Talented Specialists that provide coaching support; the Special Programs Coordinator overseeing the specialty pathways and field experiences; and the Campus Testing Coordinator. The team collaborates daily, yet formally meets every other week to reinforce goals, progress monitoring measures, the Response to Intervention process, and instructional plans aligned to goals. Moreover, seven department chairs and two leaders per grade level, totaling six in all, join the instructional team twice each six weeks in order to strengthen campus systems and routines and address campus-wide restorative circles and practices of inclusiveness, relationship-building and problem-solving for classroom management and school-wide safety.

Over the past 6 years, the principal has developed leaders in roles of campus and district specialists, assistant principals, and most recently principal – both on the ERMS campus as well as other campuses within Spring ISD. Uniquely specific to the Roberson culture, each member of the ERMS administrative and instructional leadership team first served as a teacher at ERMS. The underlying idea is that with strong leadership in all roles, strong systems aligned with the school's vision, and resources tied to high-stakes learning, all ERMS students reach their highest achievement marks and greatest potential.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The strategy that has solidified the school's success is the ERMS Comprehensive Data Analysis Process (CDAP). This process, created by the campus principal and implemented by all campus leaders, is what maintains a true data-driven culture. The process allows everyone at Roberson to see goals as measurable, with observable action steps tied to individual students rather than overall percentages. It equips leaders with intentional ways to assess student learning and facilitates a shift away from perfunctory practices toward more effective methods of instruction.

Phase one of the ERMS CDAP process begins prior to the school year with the principal, associate principal, and the Campus Improvement Committee reviewing data and creating a needs assessment aligned with campus-departmental goals. The principal and associate principal analyze the State Assessment of Academic Readiness (STAAR) results for student-by-student mastery, sub-populations, and highest-performing versus lowest-performing ethnicity. Other indicators include test history for each student to determine who met, did not meet, or exceeded growth and students who met the postsecondary readiness standard from the previous year.

Phase two is the development of the primary source for data-driven decisions, the ERMS Comprehensive Data Analysis Profile spreadsheet used by teachers and leaders. Also kept in data binders, this electronic profile includes each student, and it horizontally lists all prior-year campus formative assessments (CFAs), district benchmarks, STAAR assessments, and any possible updated service accommodations. The intent is for teachers to see students holistically and practically, rather than by a set of qualifying services and isolated percentages.

The third phase includes an individual Beginning of the Year (BOY) goal-setting conference in which teachers create their own data quantile spreadsheet, the ERMS Stoplight. Using the data, teachers cluster students in 7 quantile groups. The principal leads teachers through a series of questions starting with the teacher's student achievement goal, how many students are needed to reach the goal, which students are at the brink of the next level of performance, which students fall within sub-populations, and skills needed for mastery. This ERMS Stoplight and teacher analysis process allows teachers to individualize students by strength and gaps. As a result, small group interventions and additional supports are created for every student at every level. New stoplights are created using new sources of data so that the analysis, progress monitoring, and adjustments to instruction and intervention are ongoing.