



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Armstrong Middle School

Principal: **Melissa Blank**

Mission Statement:

Armstrong Middle School, an AVID national demonstration school, fosters an educational community centered in equity for all scholars that builds critical thinkers and collaborative learners through a variety of innovative, creative learning opportunities needed to be successful in the 21st century with the goal of preparing our students for the demands of high school and post-secondary education.

Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **September 18, 2017 and October 5, 2017**
- Campus teacher data analysis day: **August 31, 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): **Monday, October 02, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Monday, January 22, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Monday, May 21, 2018**

2017-2018 Campus Status Check all that apply

- Title III English Language Learner Campus Non-Title I Campus Title I School-wide Campus

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition
3 (HQ)	Instruction by State Certified Teachers	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	\$ 201,200	Total Funding for # Title I Support Teachers	
Parental Engagement	\$ 1,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$ 4,500	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.			
Goal 1	<u>Recruit, support, and retain</u> Teachers and Principals	Goal 3	Connect high school to <u>career</u> and <u>college</u>
Goal 2	Build a <u>foundation</u> of <u>reading</u> and <u>mathematics</u>	Goal 4	<u>Improve</u> low-performing schools

Information regarding the TEA Strategic Plan may be accessed here: [http://tea.texas.gov/About TEA/Welcome and Overview/TEA Strategic Plan/](http://tea.texas.gov/About%20TEA/Welcome%20and%20Overview/TEA%20Strategic%20Plan/)

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Stephanie Mullins	Faculty Member	2017-2018	Present	Present	Present
Kristina Tafur	Faculty Member	2010-2011	Present	Absent	Present
Leisa Williamson	Faculty Member	2012-2013	Present	Present	Present
Lisa Sniggs	Faculty Member	2017-2018	Present	Absent	Absent
Jennifer York	Faculty Member	2017-2018	Present	Present	Present
Ann Beaver	Support Staff Member	2013-2014	Present	Present	Present
Shirley Sadowski	Faculty Members	2007-2008	Present	Present	Present
Ellen Germain	Campus Professional, Non-teaching	2017-2018	Present	Present	Present
Jordan Rios	Campus Professional, Non-teaching	2017-2018	Present	Present	Present
Mary Archer	Campus Professional, Non-teaching	2015-2016	Present	Present	Present
Lori Evans	Campus Professional, Non-teaching	2017-2018	Present	Present	Present
Lucia Martinez	Assistant Principal	2013-2014	Present	Absent	Absent
Sasha Bajaj	Faculty Member	2017-2018	Present	Present	Present
Glenda Rouse	Faculty Member, Special Ed	2016-2017	Present	Present	Present
Melissa Blank	Principal	2016-2017	Present	Present	Present
Robin Garcia	District Professional	2017-2018	Present	Absent	Present
Renee Davis	Campus Professional, Non-teaching	2007-2008	Present	Present	Present
Dana Rotramel	Support Staff Member	2017-2018	Present	Present	Present
Erica Johnson	Parent-Selected by PTA	2017-2018	Present	Present	Present
Kattia Prado	Parent-Selected by Principal	2017-2018	Present	Present	Present
DeLaunda Gill-Griffin	Parent	2017-2018	Present	Absent	Absent
Sarah Sammon	Parent	2017-2018	Present	Present	Present

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Heidi Wenaas	Parent	2016-2017	Present	Present	Absent
Martha Vela	Parent	2017-2018	Absent	Absent	Absent
Mary Steen	Parent	2017-2018	Present	Present	Absent
Tim Myer	Community Member	2017-2018	Present	Absent	Absent
Raul Martinez	Community Member	2017-2018	Present	Absent	Absent
Katrina Tadeja	Business Representative	2015-2016	Absent	Absent	Absent
Jose Padilla	Business Representative	2017-2018	Absent	Absent	Absent
Kyle Hercules	Ad Hoc Member ^{Optional}	2017-2018	Present	Present	Present

Information regarding the SBIC Committee, membership, terms, etc. (BQB Local) may be accessed here: <http://pol.tasb.org/Policy/Code/312?filter=BQB>

District-Wide Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Approaches Grade Level Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
<p>Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Violence Prevention and Bullying</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Parental Involvement: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.</p>	<p>1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)</p>	<p>All</p>
<p>Transition: The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.</p>	<p>1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)</p>	<p>All</p>
<p>State Certified Teachers and Highly Qualified Paraprofessional Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	<p>1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)</p>	<p>All</p>

Summary of Critical Actions

The areas for school-wide and/or targeted core-subject Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level diagnostic);
- STAAR/EOC GAP Analyses;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Core-Subject Critical Actions
<p>1. Student Achievement: Increase the growth percentage of all students in their performance on state assessments to decrease the gap between the campus and district average performance. Increase the number of ELLM (current and monitored) students who meet standard on the STAAR Reading, Writing, Science, and Social Studies exams. Increase the number of Special Education students who meet standard on the STAAR Reading, Writing, Math, Science, and Social Studies exams. Increase the number of Economically Disadvantaged students who meet standard on the STAAR Writing and Social Studies exams.</p>
<p>2. Curriculum and Instruction: Increase the growth percentage of all students in their performance on state assessments through the continued implantation of best instructional practices and professional learning.</p>
<p>3. School Culture and Climate: Increase campus initiatives which promote social and emotional wellness for students in an effort to foster a safe school environment that is conducive to working and learning in a collaborative environment.</p>
<p>4. Family and Community Involvement: Increase parent and community participation at Armstrong school events by providing opportunities for the community to visit our campus, learn more about our school culture, and become active participants in the education of Armstrong students.</p>
<p>5. Technology: Provide teachers with ongoing training to integrate technology and to advance teaching and instruction which connect to real world experiences in order to provide students opportunities for creativity and innovation through the use of technology. Provide students with continued opportunities to grow in their knowledge of technology applications as they relate to problem solving and enhancing communication.</p>
<p>Critical Actions to Address Missed State Safeguards:</p> <ul style="list-style-type: none"> • Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17) • Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13) • Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Critical Action 1

Critical Action: Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum.

Project Lead:	Melissa Blank							
Staff, Title I Staff:	Department heads, Instructional Coaches, Title I Reading and Math Specialist							
Materials and Resources:	Instructional Materials, Performance Data, and District Supports							
Targeted Area:	<input type="checkbox"/> School Wide	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Proactively develop, monitor, and adjust intervention plans for students performing below grade level. 1) Identify students with academic needs based on Edugence data and classroom data; 2) Utilize Title I Reading and Math specialists to support small group instruction; 3) Utilize small group instruction based on skill gaps (Title I Components 1, 2, 9)	1-Weekly beginning October 2017 2-Weekly beginning 3-October 2017 Daily	Lesson plans, student intervention rosters	Formative Notes: Teachers in all CORE areas have met and have formulated a plan for interventions. Math will continue to use their teacher table time and tutorials to reach their students. ELAR has formed intervention groups in all grade levels and will begin the group interventions the week of Feb. 4 th . Science held 2 science boot camps directed at their 8 th graders in preparation for STAAR. Social Studies conducted 2 STAAR boot camps directed at their PACE students for STAAR achievement. Summative Notes: All tutorial sessions were held, and we are currently awaiting STAAR results.
Proactively develop intervention plans for students demonstrating early mastery of the curriculum. 1) Identify students with academic needs based on Edugence data and classroom data; 2) Utilize small group instruction based on skills; 3) Provide extension opportunities for students who demonstrate mastery (Title I Components 1, 2, 9)	1-Weekly beginning October 2017 2-Weekly beginning October 2017 3-As needed according to the unit of instruction	Lesson plans, student rosters, student work samples	Teachers have attended trainings on gifted strategies, and we will use them in classrooms to extend lessons. Teachers have also attended Kagan trainings, which will provide grouping opportunities to use in their classrooms.
Develop a structure for targeted tutorials within each content area to increase levels of student understanding. 1) Math—Continuation of extended day learning opportunities. 2) Science—Develop targeted tutorial rotation plan for students based on formative assessments. 3) English and Reading—Develop weekly targeted tutorials for students at risk of not mastering ELAR TEKS. 4) Social Studies—Develop weekly grade level/content tutorials based on mastery of weekly objectives. (Title I Components 1, 2, 9)	Weekly beginning October 2017	Math, Science, and Social Studies— Tutorial plans and attendance lists Social Studies— Objective charts	Teachers have developed a list of students to receive the targeted interventions. All subjects began the interventions in the spring. Some interventions were scheduled during the school day, while others were after school. One-on-one interventions took place as well as group instruction.

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step

Critical Action 2

Critical Action: Increase the growth percentage of all students in their performance on state assessments through the continued implantation of best instructional practices and professional learning.

Project Lead:		Lucia Marinez						
Staff, Title I Staff:		Department Heads, Team Leaders, Instructional Coaches, District Instructional Specialists, Title I Reading and Math Specialist						
Materials and Resources:		District Curriculum Documents, CNA Document, District Specialists						
Targeted Area:	<input type="checkbox"/> School Wide	<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:
<ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 				Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step		
Provide opportunities for teachers to conduct four peer reviews through Learning Walks throughout the school year to observe best practices in teaching. (Title I Components 3, 4)				Beginning September 2017	Data report from Learning Walks	Formative Notes: All teachers were required to perform at least 2 learning walks in the fall and 2 in the spring. In the fall, we had about 60 learning walks take place. Teachers are able to see and then use best instructional practices. Summative Notes: Teachers benefitted from seeing their peers in their classes. The summative learning walk information is available.		
Continue to provide teachers with collaborative planning time with their content teams in order to consistently monitor and adjust teaching strategies. In Science and Social Studies, utilize the Title I Instructional Coaches to assist in collaborative planning. (Title I Components 1, 2, 4, 8, 9, 10) Funding source: Title I, SCE, State and Local				Daily beginning August 2017	Lesson plans, master schedule	All CORE teams are meeting daily for lesson planning. Instructional coaches are part of the planning process as needed.		
During collaborative planning, focus on increasing critical thinking strategies in order to add depth to learning opportunities: 1) Utilize campus collaborative planning cycle; 2) Maintain the implementation of district curriculum by reviewing and aligning each unit plan to district curriculum scope and sequence and use of supporting materials; 3) Coordinate with district curriculum department to help grade teams “calibrate” expectations. (Title I Components 3, 4)				Daily beginning August 2017	Lesson plans Meeting notes Master schedule	Coaches and teachers are utilizing good strategies to make learning effective for all learners. All teachers are using the district curriculum with fidelity and are using the specialists and coaches as needed.		
Continue Professional Learning Opportunities (PLOs) that will focus on the following: 1) Using Academic Language in the Classroom; 2) Restorative Discipline Practices; 3) Technology Usage; 4) Using Data to Inform Instruction; 5) AVID Strategies for Student Engagement; and 6) Campus Safety and Building a Positive School Culture (Title I Component 4)				Monthly beginning August 2017	PLO agendas/PowerPoints attendance	Monthly PLOs are continuing. We completed six campus Professional Learning Opportunities (PLOs). All of the PLOs were directly connected to the five campus goals.		

<p>Formatively assess expected teaching practices to ensure consistency with the curriculum plan. (Title I Components 3, 4)</p>	<p>Daily beginning August 2017</p>	<p>Formative assessments/lesson plans</p>	<p>Administrators have reviewed lesson plans and lessons to ensure consistency. Lesson plans are uploaded weekly on the campus "shared" drive for review.</p>
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Critical Action 3

Critical Action: School Culture and Climate

Project Lead:	Melissa Blank and Kyle Hercules							
Staff, Title I Staff:	Campus Leadership Team, Armstrong PTA, and District Safety and Security Staff							
Materials and Resources:								
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Continuation of restorative discipline practices on campus, including strategies that promote social/emotional learning. (Title I Component 1, 7)	Daily beginning August 2017	PLO agenda PBIS communications Student discipline data	Formative Notes: PBIS committee is continuing to revise and revamp the strategies of the school. In addition, the PBIS team created the Principals 100 Club to promote positive behavior on campus. The teachers utilized positive behavior referrals to recognize appropriate behaviors on campus. Student groups also worked to promote positive behavior on campus. Summative Notes: PBIS implemented #BeKind in the spring. Many announcements were made and a new slogan of “Be the Nice Kid” as heard around campus.
Develop a plan for student mentoring through involvement with Communities in Schools and district resources. (Title I Component 1, 7)	Beginning August 2017	Monthly student mentoring sessions CIS enrollment data	Lunch groups were started with CIS in the late fall and continued in the spring.
Participate in Safety and Security Audit for the 2017-2018 school to identify areas where we can improve safety practices on campus. (Title I Component 1, 7)	October 2017	Audit Data	Armstrong participated in an audit on October 26, 2018.
Analyze survey data in an effort to see where improvement can be made and what contributions parents feel will help their student(s) succeed. (Title I Component 1, 7)	Fall 2017	Survey Data	Students and parents were provided another opportunity to complete a survey in Feb. 2018. The PBIS committee will review new data.

Critical Action 4

Critical Action 4: Family and Community Involvement

Project Lead:	Melissa Blank							
Staff, Title I Staff:	Campus Leadership Team, Counseling Team, Parent Liaison, Campus CIS Representative, Armstrong PTA							
Materials and Resources:	Community Partners, District Resources and District Student and Family Services Department							
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 4:

Action Step <ul style="list-style-type: none"> TEA Strategic Priorities Goal # per Action Step (If Applicable) Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Have parent nights to promote diversity participation- <ol style="list-style-type: none"> Hispanic Heritage Night Multicultural night Black History Month (Title I Component 1, 7)	October 12, 2017 & Spring 2018	Flyer Attendance sheet Photos	Formative Notes: Hispanic Heritage night was held on October 12, 2017. Students and staff celebrated Black History Month throughout the month of February, which included guest speakers from the community. Multicultural day was held on May 2, 2018. Students performed and participated in the event to share their cultures. Summative Notes: Both nights were a success.
Use community partners to access new learning opportunities for students – Capital One Coders Night Collin College opportunities (Title I Component 1, 7)	Fall 2017	Club agenda	Capital One coders met in the fall and concluded with a special night in December.
Implement English classes for our non-English speaking parents- use parent liaison for classes (Title I Component 1, 7)	Fall 2017	Sign in sheets	Our parent liaison worked with families one-on-one and made home visits. This year’s classes were not well attended on campus due to work schedules.
Career Day- use parents and community members to speak to students about careers and jobs (Title I Component 1, 7)	October 20, 2017	List of participants Photos	Career Day was held on October 20, 2017.

<p>Veterans' Day program on campus which will include community members in presentations and opportunities to share experiences with students (Title I Component 1, 7)</p>	<p>November 10, 2017</p>	<p>Program agenda Photos</p>	<p>Veteran's day Wall of Honor was begun. Veterans' Day was recognized on campus on November 10, 2018. A guest speaker came to Armstrong to visit with students and staff to share his experiences following the Korean War.</p>
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Critical Action 5

Critical Action 5: Technology

Project Lead:	Mary Archer and Derek Phillips							
Staff, Title I Staff:	Campus Technology Committee Members							
Materials and Resources:	District Technology Support Staff							
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 5:

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Formation of a technology committee on campus who will explore ways to improve how we can use technology to enhance student learning on campus. (Title I Component 1)	August 2017	Committee members Agendas Communication	Formative Notes: Technology committee was formed in early fall. Team meets regularly to formulate plans for the committee. The team also worked to promote earning district Technology Badges. Summative Notes: The Technology team held a power technology day to help teachers in the spring in addition to the other activities. Each time the campus staff came together, the technology committee provided training or tips for the staff.
Have a student group that can assist teachers and make recommendations as to what technology the students find interesting and relevant to their learning (Title I Component 1)	November 2017	Sign-up sheet for teachers to schedule students for training	Students were available to help teachers all day on March 20, 2018.
Do presentations from the Apps students and teachers have identified (Title I Component 1)	November 2017 – April 2018	Folder on Shared Drive or Google Drive that contains lessons	Lunch and Learn Technology Opportunities—Mondays and Fridays; Technology Power Talks; Technology campus visits outside of district
Request and follow up with district curriculum coordinators to have technology applications written in to district curriculum resources that teachers use for lesson planning and delivery (Title I Component 1)	October 2017 – May 2018	Teacher Instructional Pages that explain what app to use and how to use it	The district math department worked to incorporate specific lessons into the curriculum, which utilized the district provided Chromebooks.
Determine what Apps teachers want to learn about ; Professional Learning Opportunity where teachers / departments present a lesson that uses an App (Title I Component 1)	October 2017; February - March 2018	Google Form and Google Table with teacher response; Lesson shared on Google Drive	PLO was scheduled in November for Chromebook usage. Another learning opportunity was scheduled for February with an additional one set for March.

Critical Action Addressing Missed State Safeguards

Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Project Lead:		Melissa Blank						
Staff, Title I Staff:		Administrative Team, Title I Instructional Coaches, Title I Reading and Math Teachers						
Materials and Resources:								
Targeted Area:	<input type="checkbox"/> School Wide	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
SW #17 - Proactively develop intervention plans for students performing below grade level <i>See Critical Action 1 for Intervention Plans</i>	Weekly beginning October 2017	Department plans for interventions	Formative Notes: See Critical Action 1 for Intervention Plans Summative Notes: See Critical Action 1 for Intervention Plans
SW #17 - Provide proactive support for students performing below grade level <i>See Critical Action 2 for Proactive Support</i>	Weekly beginning October 2017	Department intervention plans	See Critical Action 2 for Proactive Support
SW #17 - Provide academic support aligned with the district curriculum <i>See Critical Action 2 for Academic Support</i>	Daily beginning August 2017	Lesson planning documents; meeting agenda & notes	See Critical Action 2 for Academic Support
SW #17 - Evaluate the effectiveness of student interventions <i>See Critical Action 1 for student evaluation of progress</i>	Daily beginning October 2017	Student work and evidence of student mastery	See Critical Action 1 for student evaluation of progress
CL #13 - Provide tutorials that target specific objectives <i>See Critical Action 1 regarding targeted tutorials</i>	Weekly beginning October 2017	Department plans for intervention	See Critical Action 1 regarding targeted tutorials
CL #13 - Train and use peer tutors to support student <i>Continue to provide the BLAST math courses on campus which promotes student growth and achievement through peer tutoring</i>	Daily beginning August 2017	Lesson plans and evidence of student work	Both BLAST and AVID classes allowed for students to support each other in their learning and academic growth through peer tutoring and mentoring.

<p>Action Step</p> <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	<p>Implementation Timeline per Action Step</p>	<p>Implementation Evidence per Action Step</p>	<p>Formative & Summative Notes per Action Step</p>
<p>CL #14 - Seek support from team members to assist students performing below grade level Daily meetings with content team members, monthly department meetings, monthly leadership meetings, quarterly Power Talks, weekly CMIT meetings</p>	<p>Daily beginning August 2017</p>	<p>Meeting notes, lesson plans, collaborative instructional documents</p>	<p>Teachers utilized their collaborative planning periods daily for continued professional discussions of best practices in the classroom.</p>
<p>CL #14 - Seek support from multiple staff members Daily support from 504/Academic Specialist, Daily support from Title I Reading and Math teachers, Daily support from Title I Science and Social Studies Instructional Coaches</p>	<p>Daily beginning August 2017</p>	<p>CMIT meeting agendas and notes; team meeting notes</p>	<p>CMIT meetings were held weekly to review student progress and develop an intervention plan when needed.</p>
<p>CL #14 - Seek support from parents Monthly meetings with PTA board, communication via campus communication portals, frequent phone calls, and parent conferences as needed</p>	<p>PTA Meetings-monthly; weekly communication home to parents</p>	<p>PTA meeting agendas and notes, E-Newsletters, phone logs</p>	<p>PTA board meetings were held monthly.</p>

Health, Fitness and Attendance

Critical Action: The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (Required Action Steps per SB 892; Education Code 11.253(d); BQ LEGAL)

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	COORDINATED SCHOOL HEALTH:			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	Formative Notes: Team was organized in early fall. Glenda Rouse is the captain. Team meets regularly to organize activities. In addition, the NJHS Club sponsored the first annual Health and Wellness week, which included announcements related to healthy living and encouraged students to be active and select healthy foods. Summative Notes: Team was successful in implementing a fitness challenge, a new Zumba group and several displays in the cafeteria.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Parent- Mariana Cortez (parent of Joshua Cortez)
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.	Principal	Coordinated School Health Curriculum	Lesson plans for health class
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Bulletin boards are located in the cafeteria. We have pictures for examples.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	Weekly Apache E-News contained information related to the activities on campus related to health and wellness.
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Fitness pretest given in early September. Posttest will be late spring.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
4 th & 7 th	Ensure all data for 3 rd - 8 th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	Fitnessgram tests were completed.
PHYSICAL ACTIVITY REQUIREMENTS:				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Lesson plans were developed and maintained by all PE teachers. Plans were aligned with the district curriculum.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Evidence of lessons including the use of pedometers can be found within the lessons plans for the PE department.
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Evidence is in the lesson plans for the PE department.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	NA
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Brain break activities are shared and modeled at PLOs and staff meetings for teachers to use in their classes.
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Teachers complete their attendance in Pinnacle. Truancy letters and next steps are followed up through Ms. Cubas and the assistant principal.

Violence Prevention and Bullying

Critical Action: VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Formative Notes: PBIS team will assist in documenting high risk areas through observation and a review of survey data. Summative Notes: PBIS team was able to identify which areas were in the greatest need of attention. Many of the areas included times when students did not have a structured activity such as during passing periods in the hallways and in the cafeteria during breakfast and lunches.
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Additional staff were placed on duty in the hallways, cafeteria and outside in January to help monitor.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Campus administrators enforced the Student Code of Conduct and also incorporated Positive Behavior Interventions. In addition, campus administrators consulted district Student and Family Services for additional support when needed and also consulted Plano PD for assistance with serious safety issues when needed.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Staff were trained in August and re-trained in January
	Review referral process.	Principal or designee	Campus referral plan	The campus referral system was utilized and kept current throughout the school year.
Staff	INTERVENTION:			

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Counseling services and mentoring were provided for students in need for intervention. In addition, Safety and Security Specialist Gary Carter frequently mentored students as did the CIS representative on campus.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	A campus referral system was utilized throughout the year.
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Campus administrators enforced the Student Code of Conduct and also incorporated Positive Behavior Interventions. In addition, campus administrators consulted district Student and Family Services for additional support when needed and also consulted Plano PD for assistance with serious safety issues when needed.

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	All students were asked to review the Student Handbook at the beginning of the school year.
	Monitor high risk areas.	All staff	Schedule (if necessary)	PBIS and the administration team continued to monitor high risk areas. These areas were assigned additional staff members to monitor. An additional staff member was also assigned to monitor students outside of the school building prior to school.
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Students were given reminders regarding appropriate behavior daily through announcements and teacher intervention.
All Students	INTERVENTION: (Please complete cells below)			
	Apply classroom interventions.	All teachers	Student reflection forms	Students were given opportunities to reflect on their actions and make amends in the classroom to eliminate the need for classroom removal and additional consequences. Many concerns were resolved in class instead of in the office with an administrator.
	Employ discipline interventions.	Designated staff	Student reflection forms	Students were given alternatives to detention or placement in ISS such as through the use of a “cool down pass” or completing a reflection form.
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Student Code of Conduct	Students were assigned consequences according to the student code of conduct as needed.
	Conference with parents/students.	Teachers or other staff	Student Code of Conduct	Conferences with parents were scheduled as needed.

Parent Involvement

Critical Action: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Administrative Team, Counselors, Parent Liaison, Campus Technician	June to September 2017	Formative Notes: Parents came to register through Parent Portal. We had staff available in the computer labs for assistance. Summative Notes: All parents were registered through Parent Portal.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Administrative Team, Counselors, Parent Liaison, Campus Technician	June to September 2017	Parents and families were given access to the Armstrong computer labs if needed. In addition, the parent liaison worked with families to get them signed into Parent Portal.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Administrative Team, School Librarian	Weekly beginning July 2017	Mary Archer, our website controller, keeps our website updated weekly.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Administrative Team, Librarian, Counselors	Weekly beginning July 2017	eNews is sent out weekly on Fridays. Academic eNews is sent out at the end of each 9 week grading period.
Utilize social media to keep parents and community informed. Funding source: State and Local	Administrative Team, Librarian, Campus Technician	Weekly beginning July 2017	AVID, athletics, and Armstrong Apache are all twitter accounts that are used for sharing information. Facebook is utilized by our PTA for sharing of information.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	School Principal and PTA President	Monthly beginning September 2017	PTA board meetings take place every month.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	School Principal, PTA Board Members	Monthly beginning August 2017	The PTA helped to support Armstrong Middle School in their efforts to promote connections with the school and the community. They assisted with both Hispanic Heritage Night costs and also volunteered their time at the event. They also assisted with creating a Book Fair. They also assisted with our Multicultural Event and with Career Day. The work of

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			the PTA has been invaluable this school year in supporting creating a positive climate at school and strengthening connections within the community.

Transition

Critical Action Step: The campus will assist students in making a successful transition between middle schools to high schools.

Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Middle school counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding Sources: State and Local	Counseling Department	Monthly beginning September 2017	Formative Notes: Counselors provide guidance in the Fall for bullying and coping strategies and academic guidance in the Spring. Summative Notes: Counselors continually help guide students.
Campus implements programs dealing with teasing, criticism, bullying, and anger control help students deal with peer pressure and learn to make wise decisions. Title I Components: 7 Funding Sources: State and Local	Administrative Team and Counselors	Monthly beginning 2017	Small groups are implemented to help students with decision-making skills and communication.
Academic Conferences - Counselors meet with parents and students to discuss academic progress and assist in developing individual 4-year plans for high school. Title I Components: 7 Funding Sources: State and Local	Counseling Department	Annually in the spring semester	Academic conferences and registration took place in late January – February.
Parent programs are held to explain high school courses and scheduling to parents. Title I Components: 7 Funding Sources: State and Local	Counseling Department	Annually in the fall or early spring semester	Parent meetings were held regarding high school courses and scheduling.

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action: The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Project Lead:	Plano ISD HR Employee Recruitment & Retention Department
Staff, Title I Staff:	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
Materials and Resources:	Operating Fund, HR Budget, Campus/Curriculum Budget

Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local	August 2017 to May 2018	Formative Notes: All teachers are currently certified. Summative Notes: Some ESL teachers are currently working on their ESL supplemental certifications.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local	Monthly Bilingual Stipends, July 2017 to June 2018	District supported
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2017 to May 2018	District supported
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2017 to June 2018	District and campus level support provided in this area
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. Title I Component 5 Funding source: State and Local	July 2017 to June 2018	District and campus level support provided in this area