



Plano Independent School District Campus Improvement Plan

Armstrong Middle School

3805 Timberline Drive

Plano, TX 75074

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus 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.

Campus Information

Administration Team

Principal, Melissa Blank

Assistant Principal, Kyle Hercules

Assistant Principal, Tarah Clark

About Us

Armstrong was established in 1976 and has proudly served the community for 42 years.

Armstrong is an AVID (Advancement Via Individual Determination) National Demonstration school. AVID is a college readiness system that is designed to support students through writing, inquiry, collaboration, organization and reading. AVID serves approximately 150 students during the day in an elective course, but serves all students on campus through the use of AVID methods and strategies in all classes. Because of our commitment to college readiness and the AVID program, Armstrong Middle School has been recognized as an AVID Site of Distinction.

Armstrong Middle School is a Title I campus, and currently maintains an enrollment of approximately 705 students. With 86 staff members, Armstrong Middle School remains committed to serving all students and providing an excellent education for each student.

Campus Status

Non-Title I Campus

X Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/29/2018 04:00 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/22/2019 04:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/06/2019 04:00 pm

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit, support, and retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** 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/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Jennifer York	Faculty Member	2017-2018	X	X	X
Sasha Bajaj	Faculty Member	2017-2018	X		
Leisa Williamson	Faculty Member	2012-2013	X	X	X
Shirley Sadowski	Faculty Member	2007-2008	X	X	X
Derek Phillips	Faculty Member	2018-2019	X	X	X
Glenda Rouse	Faculty Member, Special Ed	2016-2017	X	X	X
Melissa Blank	Principal	2016-2017	X	X	X
Marie Heath	District Professional	2018-2019	X	X	X
Renee Davis	Campus Professional, Non-teaching	2007-2008		X	X
Ann Beaver	Support Staff Member	2013-2014	X	X	
Katrina Tadeja	Parent-Selected by PTA	2016-2017		X	
Erica Johnson	Parent-Selected by Principal	2017-2018			
Mary Steen	Parent	2017-2018	X	X	X
Heidi Wennas	Parent	2016-2017			
Carlos Clabiorne	Parent	2018-2019			
Sarah Sammon	Parent	2017-2018		X	
Emelia Ahmed	Community Member	2018-2019		X	
Jose Padilla	Community Member	2017-2018			
Raul Martinez	Business Representative	2017-2018			
Karon Almon	Business Representative	2018-2019	X	X	
Ellen Germain	Faculty Member, Special Ed	2017-2018	X	X	X

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Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Rachel Taylor	Campus Professional, Non-teaching	2018-2019	X	X	X
Lori Evans	Campus Professional, Non-teaching	2017-2018	X		
Donna Nicholson	Faculty Member, Special Ed	2018-2019	X	X	X
Kristina Tafur	Campus Professional, Non-teaching	2010-2011	X	X	X
Kyle Hercules	Campus Professional, Non-teaching	2017-2018	X		X
Tarah Clark	Campus Professional, Non-teaching	2018-2019	X	X	X
Dana Rotramel	Support Staff Member	2017-2018	X	X	X
Molly James	Faculty Member, Special Ed	2018-2019	X	X	X
Kristin Haney	Faculty Member	2018-2019	X	X	X

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD's compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	\$71221.02	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.
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Title I Program Information

Title I - Schoolwide Components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by state certified qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract state certified high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I, Part A Program Funding

Staffing	\$286,650	Total Funding for 4 Title I Support Teachers (including tutoring, adult temp staff) and for 0 Paraprofessionals.
Professional and Consulting Services	\$0.00	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	\$0.00	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	\$100	Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	\$3,150	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Diverse teaching staff to meet the needs of diverse learners; Low student to teacher ratios to allow for individualized learning;	Maintain supports in place for English Language Learners; Increase supports for students who are identified as economically disadvantaged	Strengthen tiered interventions for all students; Continue to create and support programs which celebrate cultural diversity within schools.
Student Achievement	Targeted interventions (Tier II); ED & LEP populations showing growth/progress	Continued effective data analysis; Continued differentiated instruction; Continue meeting learners where they are at to help them grow effectively	Meeting learners where they are at to help them grow effectively.
School Culture and Climate	SEL - Social Emotional Learning (restorative practices, community circles, PBIS); Embracing diversity through multicultural events; Active PTA on campus; On-going communication between school and community	Continued awareness of activities or behaviors which may impact school climate; Improve all student to student relationships; Consistency in enforcing school expectations; Continued communication of student expectations and campus norms	Offer additional SEL training for students. Work to increase parent involvement and community involvement in school through various programs and initiatives. Implementation of Positive Behavior Interventions on campus. Continued focus on relationship building with students on campus.
Staff Quality/ Professional Development	Established mentoring program for new teachers	Retention of teachers following the five-year mark;	Continue to provide opportunities to participate in leadership and decision making.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>Frequent recognition of staff achievements</p> <p>Rigorous interview process with diverse interview panel which requires candidates to demonstrate content knowledge and lesson planning;</p> <p>Meaningful staff development (Professional Learning Opportunities);</p> <p>Campus teacher-to-teacher observation of best practices initiative;</p> <p>Emphasis on collaborative planning;</p> <p>Master schedule which supports team and grade level planning.</p>	<p>Support for earning higher level degrees or other certifications;</p> <p>Increased opportunities for professional development in content areas</p>	<p>Develop opportunities for continued mentoring of new teachers following year one (years two and three).</p> <p>Continued focus on collaborative planning.</p>
Curriculum, Instruction, Assessment	<p>Campus wide collaborative planning;</p> <p>PISD teachers assist in writing and developing the classroom curriculum.</p>	<p>Implement a variety of instructional strategies to meet the needs of all students</p> <p>Student-centered application of technology</p>	<p>Inquiry-based and collaborative application of learning experiences.</p>
Family and Community Involvement	<p>Community evening/day events such as Hispanic Heritage Night, Black History Month, International Festival, Career Day;</p> <p>Use of Social Media to communicate with parents/community;</p> <p>Student fine arts performances are well attended by parents/staff.</p>	<p>To survey families, students and community;</p> <p>Provide educational resources/ classes for parents i.e... language, technology;</p> <p>Provide incentives for parent involvement</p>	<p>Participation in surveys.</p> <p>Participation/growth of PTA and parent involvement.</p> <p>Provide access to resources.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
School Context and Organization	<p>Shared decision making;</p> <p>Double- block classes for ELAR and Math;</p> <p>Team collaborative planning daily;</p> <p>Master schedule created to best meet the needs of all students;</p>	<p>Transparency of all data (shared results);</p> <p>Balancing classes.</p>	<p>Transparency of all data (shared results).</p> <p>Continue to make all class sizes leveled.</p>
Technology	<p>1:1 student/teacher chromebooks for school use;</p> <p>Training opportunities provided on campus and at the district level;</p> <p>Additional resource of the math department in helping teachers/students with chromebooks as they have had experience last year;</p> <p>Teacher technology badges campus initiative;</p> <p>Active Technology Committee who meet to support technology needs on campus.</p>	<p>Digital divide in both students and staff;</p> <p>School wide policies for use/discipline in computer and chromebook usage;</p> <p>Department training in chromebook usage.</p>	<p>Access to technology for students after school.</p> <p>School wide policies for use/discipline in computer and chromebook usage.</p> <p>Department Training in chromebook usage.</p>

Critical Action #1

Problem Statement	<p>There are gaps in the STAAR performance of the students at Armstrong compared to the overall district performance in all core areas. Current gaps between the campus and the district are as follows:</p> <p>AMS STAAR Reading- 6th 61% 7th 67% 8th 71% District STAAR Reading- 6th 79% 7th 84% 8th 86%</p> <p>AMS STAAR 7th Writing 60% District STAAR 7th Writing 79%</p> <p>AMS STAAR Math- 6th 77% 7th 85% 8th 77% District STAAR Math- 6th 85% 7th 86% 8th 82%</p> <p>AMS STAAR Science 62% District STAAR Science 83%</p> <p>AMS STAAR SS 47% District STAAR SS 77%</p>
Root Cause and Strategy	<p>a) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses.</p> <p>b) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning.</p> <p>c) We will address the need for intentional, effective planning and lessons by ensuring the fidelity of our planning processes and use of district curriculum.</p> <p>d) We will address the need for a variety of instructional strategies to be used in all classrooms to meet the needs of ALL levels of students.</p> <p>e) We will address the need for a student-centered application of technology ensuring that structures and systems are in place to support appropriate assessments and instructional strategies.</p>
Goal	We will increase the percentage of all students performing at either the Masters, Meets, or Approaches grade level standard to decrease the gap between the campus and the district to meet the district average.
Project Lead	Campus Administrators, PISD Coordinators and Specialists; SEL facilitator

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Staff, Title I Staff	Core teachers, Title I Team
Materials and Resources	District curriculum, Lesson plans, Edugence (PES Growth Roster, STAAR Roster, MAP data, CoGAT data) Eduphoria, Gradebook,

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Teachers will analyze assessment data overall and with individual subpopulations to use for instruction. A) Professional development on how to use Edugence to get and use student data.	Professional development on using data to drive instruction.			August 2018	MLP documentation	Increase the Use of Quality Data to Drive Instruction.	Some Progress Lesson plans will show evidence of practices to help with student learning based on the data collected.	Some Progress Specialist from assessment presented Edugence training on 8/23/18	Some Progress	Title I components 2,4,8,9
Teachers will incorporate and continue to use SEL strategies in the classroom.	Professional development on SEL strategies for use in the classroom.			Bi-weekly meetings of PBIS team	MLP documentation Facilitator emails Lesson plans	Improve Academic Performance and School Climate	Significant Progress Weekly plans and circle ups are provided to teachers.	Significant Progress Second step lessons are implemented monthly	Significant Progress	Title I component 2
Teachers will provide targeted instruction to students based on formative assessments to ensure that students are met where they currently are and progress in their learning.	Data driven instruction and Intervention Lesson planning			Weekly collaborative team meetings	Lesson plans	Improve Academic Performance	Some Progress Teachers created targeted lists to provide extra support for those learners	Some Progress Teachers began working with targeted students to provide additional support.	Some Progress	Title I components 2, 9
Administrators, specialists, and department heads will provide staff trainings and planned professional development on district planning protocols. Included in these sessions will be the topics of differentiation strategies, unit pacing, and additional scaffolding resources to supplement curriculum.	Professional development on district planning protocols.			PLO Dates: September 4, 2018; October 3, 2018; November 1, 2018; January 14, 2019; February 6, 2019; March 5, 2019	MLP documentation	Improve Academic Performance	Some Progress	Some Progress	Some Progress	Title I components 2, 4, 9

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Technology team will provide additional PLOs for staff to develop and use student-centered apps and learning measures.	Professional development on working with technology.			At least once each semester	MLP documentation	Improve Academic Performance	Significant Progress Staff PLO-Technology-10/3/18	Significant Progress Optional staff PLO-Technology 11/14/18	Significant Progress	Title I components 2, 4
District will provide additional training opportunities for teacher technology applications	Professional development on working with technology.			October 2018	MLP documentation	Improve Academic Performance	Some Progress Staff PLO-Technology provided by district 10/3/18	Some Progress Technology trainings are made available in MLP for ongoing training	Some Progress	Title I components 2, 4
District will provide additional opportunities for training and resources to support our ELL population.	Professional development on working with our ELL students.			At least once each semester	MLP documentation	Improve Academic Performance	Some Progress Staff PLO- ESL strategies provided by district staff 11/1/18	Some Progress ESL specialists met with teams to discuss strategies for student success	Significant Progress ESL specialists conducted a staff PLO on additional ESL strategies-2/6/19	Title I components 2,4
District will provide additional opportunities for training and resources to support our SPED population.	Professional development on working with SPED students.			At least once each semester	MLP documentation	Improve Academic Performance	Some Progress District provides continued professional development on MLP for working with SPED students	Some Progress	Some Progress	Title I components 2, 4
Establish a Title I Support Team to monitor and support targeted intervention taking place on campus across all content areas.	Title I Support Staff and Title I Coach			Team will meet weekly	Team meeting notes, student intervention logs; collaborative planning agenda notes	Improved execution of targeted intervention strategies	Some Progress Title I team meets weekly with building principal to address interventions and concerns	Some Progress Title I team meets and plans best practices for our teachers and students	Significant Progress	Title I components 2, 9
Establish structures and systems which support effective planning. A) Grade level teams will meet daily. B) Title I Support Team will meet weekly with grade level teams. C) All teams will utilize a standardized collaborative	Teachers, Title I support staff, Title I Coach, Administrators			Teams will meet daily	Team meeting notes, collaborative planning templates	Improved collaborative planning	Some Progress Teams meet daily for collaborative planning using the school's standardized planning template	Some Progress Title I team meets with grade levels for planning	Significant Progress Selenda Anderson, District Executive Director of School Improvement and Innovation met with Title I team to discuss	Title I components 2, 8, 9

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
planning template to track goal setting/meeting objectives.									Armstrong's school improvement plan	
Identify students across content and grade levels in need of targeted interventions	Edugence data			First nine week grading period	Student lists	Increase of individualized intervention	Some Progress Teachers created targeted intervention list	Some Progress Targeted instruction has begun for identified students	Significant Progress	Title I components 2, 8, 9
Access district's C&I team or other instructional specialists to provide feedback to teachers on strategies, planning, and other instructional approaches.	C&I team or other instructional specialists			Quarterly	Walk-through data; feedback provided to teachers; documented meeting notes	Increase academic performance	Some Progress Planning meetings have occurred with district specialists	Some Progress	Significant Progress	Title I components 2, 4, 9
Provide staff in an extra duty (up to \$3136) role to work with our students in ELAR and Math. Title I components: 3, 9 Funding sources: Title I	ELAR teacher Math teacher	6118 – Professional Salaries (Extra Duty)		Feb. 2109	Timesheets- staff up to \$3136 Attendance rosters Lesson Plans	Increase academic performance	Some Progress Began tutorials on 2/11/19	Some Progress	Significant Progress	Title I components 3, 9
Provide snacks (up to \$200) in the afternoon tutorial groups to enhance attendance and performance.	ELAR teacher Math teacher	6499 – Other Operating (Student Snacks)		Feb. 2019	Receipts- up to \$200 Attendance rosters	Increase attendance Increase academic performance	Some Progress	Some Progress	Significant Progress	Title I components 3, 9
Provide staff in an extra duty (up to \$4480) role to work with our students in targeted tutorials for social studies and math. Title I components: 3, 9 Funding sources: Title I	SS teachers Title I teachers/coach Science teachers	6118 – Professional Salaries (Extra Duty)		Feb. 2019	Timesheets- staff up to \$4480 Attendance rosters Lesson Plans	Increase academic performance	Some Progress	Some Progress	Significant Progress	Title I components 3, 9

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Provide snacks (up to \$300) in the afternoon tutorial groups to enhance attendance and performance.	Teachers	6499 – Other Operating (Student Snacks)		Feb. 2019	Receipts- up to \$300 Attendance rosters	Increase attendance and academic performance	Some Progress	Some Progress	Significant Progress	Title I components 3, 9
Provide staff in an extra duty (up to \$2912) role to work with our students in targeted tutorials using specific TEKS each week in ELAR. Title I components: 3, 9 Funding sources: Title I	ELAR Teachers	6118 – Professional Salaries (Extra Duty)		Feb. 2019	Timesheets- staff up to \$2912 Attendance rosters Lesson plans	Increase academic performance	Some Progress	Some Progress	Significant Progress	Title I components 3, 9
Provide snacks (up to \$200) in the afternoon tutorial groups to enhance attendance and performance.	Teachers	6499 – Other Operating (Student Snacks)		Feb. 2019	Receipts- up to \$200 Attendance sheets	Increase attendance and academic performance	Some Progress	Some Progress	Significant Progress	Title I components 3, 9
Administration will create an academic referral form for teachers to create easy access to students in need of academic support	Administrators Teachers			Oct. 2018	Academic support log	Increased academic performance	Some Progress	Significant Progress Teachers and administrators are using weekly for monitoring	Significant Progress	
Teachers will attend professional development (Kagan structures for achievement and engagement) to acquire skills to use in the classroom. (Teachers	6411 – Other Operating (Staff Training - Registration, etc.)		June 2019	Teacher lesson plans Teacher training certificates and registration documents- up to \$1498	Increased academic performance	Some Progress	Some Progress	On Track to Make Progress	Title I components 1.2.9

Critical Action #2

Problem Statement	There is an identified need to continue to work to improve the overall climate and culture of the school as related to safety, student management, and social and emotional learning.
Root Cause and Strategy	a) We will address the need for additional staff presence in problem areas throughout the campus. b) We will address the need for continued support and modeling of strong student to student relationships. c) We will address the need for additional training and practice for students in SEL practices and beliefs. d) We will address the need for consistency and clear expectations for hall passes and before duty responsibilities.
Goal	We will continue to implement campus safety protocols, SEL strategies, and positive behavior intervention strategies in order to support a positive school climate.
Project Lead	Administrators and counselors
Staff, Title I Staff	SEL facilitator; PBIS team, Teachers, Title I Support Staff
Materials and Resources	District curriculum; Lesson Plans; Student Incentives

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Create and implement a staff duty roster for before, during, and after school hours for all safety zones	Administrators create and use a duty roster for the school year.			August 2018	Duty schedules	Improve school climate	Significant Progress Duty roster was created and implemented	Significant Progress Teachers are on duty before, during and after school	Significant Progress	Title I components 1, 2
Use First Fridays and classroom time to implement SEL / PBIS initiatives.	Administrators provide a schedule and topics for First Friday lessons.			Monthly first Fridays As the need arises	Monthly calendars SEL facilitator emails	Improve school climate Improve Academic Performance	Some Progress Circle up activities began	Significant Progress Monthly Second Step lessons are implemented Circle ups are continued Self-care is introduced Staff PLO SEL-1/14/19	Significant Progress	Title I components 2, 9

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Create announcements and expectations for students to value respect. Create a safe and positive culture where all students abide by the expectations.	Administrators and PBIS team will create posters, announcements, and modeling of our expectations at school.			August 2018 As the need arises	Posters in hallways Lesson plans School expectations	Improve school climate Improve Academic Performance	Some Progress Announcements are made weekly to discuss expectations and values	Some Progress Continued morning, lunch and regular announcements	Significant Progress	Title I components 1, 2
Update training and understanding of Reflection sheet use for staff	PBIS team will update our reflection sheet and provide time for training.			First semester	MLP documentation	Improve school climate Improve Academic Performance	Some Progress Staff meeting on reflection sheet and referral practices	Some Progress	Some Progress	Title I component 2
Teachers will incorporate and continue to use SEL strategies in the classroom. A) Professional development on SEL strategies to get and use student data. B) Establish and implement a school-wide system to promote the social and emotional health of students. C) Use student groups such as PALS to lead and support our weekly circle up activities	Professional development on SEL and teacher expectation of using these strategies in the classroom.			First semester	SEL facilitator emails MLP documentation	Improve school climate Improve Academic Performance	Some Progress Weekly SEL emails with strategies and circle up suggestions	Some Progress Staff PLO- SEL 1/14/19	Significant Progress	Title I components 1, 2, 4
Continue use of the Principal's 100 Club to support positive behavior reinforcement initiative on campus	PBIS team will use staff to continue principal's 100 club.			As the need arises	Principal's 100 Club sheets Awesome Apache Tickets	Improve school climate	Significant Progress Apache tickets were distributed and reinforcement began in August	Significant Progress Several 100 club winners have received prized	Significant Progress	Title I components 2, 9

Armstrong Middle School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
PBIS team will continue to meet and review data related to school climate and safety	PBIS team meetings School climate survey			Monthly	Meeting notes PBIS committee emails	Improve school climate	Some Progress PBIS monthly meetings	Some Progress PBIS retreat days to study climate and safety	Significant Progress	Title I components 1,2
Support the SEL needs of staff members in order to maintain a positive work environment.	Access to SEL strategies; access to district resources and supports; opportunities to boost morale and encourage fellowship			Monthly	Sunshine committee activities and socials such as pottery class held in November; district counseling support staff on campus on December 7, 2018	Improve school climate	Some Progress SEL self-care routines Staff holiday party Staff luncheons	Some Progress Staff PLO- district personnel to discuss self-care 1/14/19	Some Progress	
Support SEL strategies by implementing a monthly calendar of SEL activities	SEL coach Administrators PBIS committee			December 2018	Monthly calendars Lesson plans	Improve school climate	Some Progress Calendars posted	Some Progress Calendars posted	Significant Progress Monthly calendars are created and shared by SEL Coordinator	

Health, Fitness and Attendance

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)

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	Review every 9 week grading period	Team captain was elected and campus team was implemented	Completed
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Review every 9 week grading period	One parent is on team	Completed
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	Review every 9 week grading period	Health class was implemented	Completed
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	Review every 9 week grading period	Bulletin board is located outside the nurses' office	Completed
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	Once per semester	Included in campus newsletter	Completed

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Once per semester	Fitness test each semester	Show progress from the first to the second.
4th & 7th	Ensure all data for 3rd - 8th 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	Once per semester	Pre test information was entered in December.	After the post test is complete, scores will be sent home (end of April/first part of May).

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	Review every nine weeks	See student schedules and PE lesson plans	Completed
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Once per semester	On track to complete	Completed
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	Review every nine weeks	Monitored by administration team	Completed

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Review every nine weeks	Attendance clerk reviews student attendance and alerts administration Home visit was done for truant student	Completed

Violence Prevention and Bullying

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)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Review every nine weeks	PBIS team identified high risk areas via data on referrals	Completed
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Review every nine weeks	Duty chart for staff was created and implemented	Completed
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	As the need arises	Campus rules and expectations are posted and continually reviewed	Completed

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	First nine weeks	Staff completed the bullying/sexual harassment videos	Completed
Review referral process.	Principal or designee	Campus referral plan	Review every nine weeks	Monitored by campus PBIS/SEL team and	Completed

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				administrative team review processes and submissions monthly	

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Review every nine weeks	PBIS/SEL team and administrative team review data monthly	Completed
Implement campus referral plan.	Principal or designee	Campus Referral Plan	First nine weeks	PBIS/SEL team and administrative team review data monthly	Completed
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	As the need arises	PBIS/SEL team and administrative team review data monthly	Completed

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	First nine weeks	PBIS/SEL team and administrative team review data monthly	Completed
Monitor high risk areas.	All staff	Schedule (if necessary)	Review every nine weeks	PBIS/SEL team and administrative team review data monthly and conduct campus walks	Completed

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	First nine weeks	PBIS/SEL team and administrative team make daily announcements and reminders to students regarding expectations	Completed

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Discipline management plan SEL interventions/strategies	Review every nine weeks	All teachers were given the steps needed for intervention and the reflection forms for use	Completed
Employ discipline interventions.	Designated staff	Teachers PBIS Team	Review every nine weeks	PBIS/SEL team and administrative team review data to review which strategies are most effective; use of reflection forms in the classrooms	Completed
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Administration ISS assistant PBIS Team	As the need arises	PBIS/SEL team and administrative team review data to see which strategies are most effective	Completed
Conference with parents/students.	Teachers or other staff	Counselors Team of teachers	As the need arises	Parent conference day was utilized for needed conferences Teachers or parents request and attend	Completed

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				conferences as needed	

Parent 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.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
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	Administration	Counselors Teachers CTA	First nine weeks	Provide the district technology bus at Open House and throughout the first nine weeks	Completed
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	Administration	Counselors Parent Liaison CTA	First nine weeks	Provide language help and computer access to all parents District Mobile Lab - Wednesdays during Fall semester	Provide access to Mobile Computer lab in spring semester- Provide parents access to Rosetta Stone for learning English
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Librarian	Teachers CTA Librarian	As the need arises	Campus website is updated as needed	Completed
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Administration- Assistant Principal	Assistant Principal PTA Counselors Teachers	Weekly and as the need arises	Enews- weekly Handouts- as needed	Completed

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Utilize social media to keep parents and community informed. Funding source: State and Local	Administration- Assistant Principal	Administration Teachers	As the need arises	Enews- weekly Remind- as needed	Completed
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal	Principal PTA board	First nine weeks	PTA board meetings on first Fridays- monthly	Completed
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local	Administration	Principal PTA board Counselors	Every nine weeks	Monthly PTA board meetings to plan and implement activities which benefit the school community	Completed
Provide programs to promote diversity participation- 1. Hispanic Heritage Night 2. Multicultural night 3. Black History Month 4. Parent Education Programs (English language, getting involved in school, etc.) Title I Components: 1, 6 Funding Sources: SCE, Title I and Local	Administration	Principal Committee members/Teachers Title I staff Hispanic Heritage night- up to \$200 Multicultural night- up to \$400 Black History month- up to \$400 Parent Education Programs (monthly)-up to \$950	Once each semester	Hispanic Heritage Night- 10/10/18 Black History Month- Feb. 2019	Completed
Provide staff training for Title I staff for parental involvement:	Administration	Title I staff- up to \$880	December 2018	Three staff members and	Completed

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
<p>1. Send staff members to Parental Involvement conference- One Team One Dream</p> <p>Title I components: 4, 6</p> <p>Funding sources: Title I</p>		Parent Liaison- up to \$260		one parent liaison attended the Parent Involvement Conference-	

Transition

The campus will assist students in making a successful transition between middle school to high school (grades 9 and 10).

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Middle school counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	Counselors	Counselors Teachers	Review every nine weeks	Guidance lessons-semester	Completed
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 source: State and Local	Counselors	Counselors Safety Net SEL facilitator Teachers	Review every nine weeks	Counselors discuss at the beginning of year in classes Administration discusses weekly in cafeteria	Completed
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	Counselors	Counselors	Third nine week period	Occurs Jan. - Feb. 2019	Completed
Parent programs are held to explain high school courses and scheduling to parents. Title I Components: 7 Funding Sources: State and Local	Counselors	Counselors Administration	Spring semester	Spring semester	Completed

State Certified Teachers and Highly Qualified Paraprofessionals

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	Administration Interview Team Department Heads	As the need arises	Hired all certified teachers	Completed