

Plano Independent School District

Armstrong Middle School

2019-2020

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 1, 2019

Mission Statement

Armstrong Middle School, an AVID national demonstration school, will foster an educational community centered in kindness and respect for all scholars so they may become collaborative and engaged learners who are prepared for the demands of high school and post-secondary education.

Vision

Committed to Excellence, Dedicated to Caring, Powered by Learning, Plano ISD Proud.

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

Diverse teaching staff to meet the needs of diverse learners;

Low student to teacher ratios to allow for individualized learning;

Attendance rates remain consistent throughout the school year and ranges between 94%- 96% based on 2018-2019 school data.

Attendance Snapshot for 2018-2019:

Second Six Weeks 09/24/2018-11/02/2018 = 96.7%

Third Six Weeks 11/05/2018-12/21/2018 = 96.2%

Fourth Six Weeks 01/08/2019-02/15/2019 = 95.4%

Fifth Six Weeks 02/19/2019-04/05/2019 = 95.2%

Problem Statements Identifying Demographics Needs

Problem Statement 1: While attendance rates remain consistent, additional systems are needed to increase overall attendance. **Root Cause:** Possible root causes may include the high mobility rates of Armstrong families, poor or limited access to health care, and possibly concerns related to mental health.

Student Academic Achievement

Student Academic Achievement Strengths

At Armstrong Middle School, collaborative planning by teachers in all core content areas takes place daily on campus. The master schedule on campus supports this commitment to planning and meeting with our Professional Learning Community (PLC) regularly to ensure best instructional practices are used within the classroom.

Armstrong also continues to support the addition of Social Emotional Learning into the campus curriculum in order to best meet the emotional and social growth of the child in order to better equip them to manage their emotions so that learning can continue to take place uninterrupted throughout the school day.

At Armstrong, both the teachers and the students have achieved Campus Technology Proficiency by making the campus officially a One-to-One technology campus. Each student has Chromebook assigned to them, which is utilized by the student throughout the entire day. District curriculum has been modified to incorporate an increased number of opportunities to utilize technology in the classroom.

Armstrong Middle School also supports the individual needs of students by adding Math blocks into the master schedule. During the math block, students receive math instructional time along with time for practice and individualized instruction through the use of centers, rotations, or teacher-table style learning. Much like a math lab, the double block math course allows for teaching interventions to take place and learning to happen through repeated practice daily.

Armstrong Middle School's performance on the Math STAAR tests continues to be within 6% of the district's average in all grade levels.

Armstrong Middle School achieved a 10% growth in Social Studies STAAR performance from the previous school year.

Armstrong Middle School achieved a 7% growth in Science STAAR performance from the previous school year.

Armstrong Middle School also offers students an opportunity to earn high school credit while in middle school. Students may receive high school credits by taking and completing the following courses either before or during their 8th grade year: Spanish I and II, Gateway to Technology, Algebra I, or Health.

During the 2018-2019 school year, students who took the Algebra I STAAR EOC had a 100% passing rate.

During the 2018-2019 school year, students who took the AP Spanish test had an 86% passing rate.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There continues to be a gap between Armstrong's performance on STAAR when compared to the district's performance in all core content areas. **Root Cause:** There is a need for effective data analysis by teachers to ensure that content standards are met by students through appropriate assessments.

Problem Statement 2: Teachers do not see the value in collaborative planning and are unfamiliar with the Collaborative Team Framework. **Root Cause:** Teachers need to make the connection between the framework for collaborative planning and their daily lesson plans.

Problem Statement 3: There is a lack of student engagement when they are presented with instructional material. **Root Cause:** There is a need for a variety of instructional strategies to be used in all classrooms to meet the needs of ALL levels of students.

Problem Statement 4: There is a need for intentional, effective planning and lessons by ensuring the fidelity of our planning processes and use of district curriculum. **Root Cause:** 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.

Problem Statement 5: Our students have limited exposure to English vocabulary and this gap in functional vocabulary is impacting our students across all academic settings. **Root Cause:** This gap is due to bilingual lives, lack of conversations with adults outside of school, and not engaging in independent reading.

School Processes & Programs

School Processes & Programs Strengths

AVID demonstration school

Common planning times for academic areas- SPED teachers included

Lesson planning templates

Schedules show that we value collaboration- both in planning and on committees

Teacher involvement within campus support committees such as the Health and Wellness Committee, the Leadership Team, the AVID Site Team, the Technology Committee, the PBIS Team, or the Veteran's Day Committee.

Encouragement for all teachers and staff to engage in leadership activities.

Clear expectations related to collaborative planning and lesson planning.

There are opportunities for staff to provide input to administration.

Opportunities for professional development are scheduled into the campus activity calendar. All teachers are encouraged to attend.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Not all teams are collaborating vertically within their department . **Root Cause:** Teams have not established norms or expectations for meeting with each other to verify that curriculum standards are aligned.

Problem Statement 2: Some students continue to struggle with campus expectations and norms for behavior. **Root Cause:** Not all teachers are practicing Restorative Behavior strategies within their classrooms or setting norms for behavior.

Perceptions

Perceptions Strengths

Community evening/day events such as Hispanic Heritage Night, Black History Month, International Festival, Career Day;

Use of Social Media to communicate with parents/community;

Student fine arts performances are well attended by parents/staff.

Provide educational resources/ classes for parents i.e... language, technology;

Participation/growth of PTA and parent involvement.

Provide access to resources

Shared decision making;

Double- block classes for ELAR and Math;

Team collaborative planning daily; Master schedule created to best meet the needs of all students;

Transparency of all data (shared results);

Problem Statements Identifying Perceptions Needs

Problem Statement 1: AMS faculty, staff, students, and families differ in their perceptions that their school is safe. **Root Cause:** Reports of bullying, high number of behavior referrals, high levels of insubordination in the classroom.

Problem Statement 2: Some teachers don't feel involved in the decision making process or that there is a lack of feedback. **Root Cause:** There is not an identified formal process for communicating teacher concerns/ feedback.

Problem Statement 3: Some students continue to struggle with campus expectations and norms for behavior. **Root Cause:** Not all teachers are practicing Restorative Behavior strategies within their classrooms or setting norms for behavior.

Problem Statement 4: There is a lack of parental involvement at Armstrong. **Root Cause:** We have a high number of families who work that are unable to attend events during the day. We have some families that may be uncomfortable on a school campus. Many of our parents do not speak English and communication is an issue.

Priority Problem Statements

Problem Statement 1: There continues to be a gap between Armstrong's performance on STAAR when compared to the district's performance in all core content areas.

Root Cause 1: There is a need for effective data analysis by teachers to ensure that content standards are met by students through appropriate assessments.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: There is a need for intentional, effective planning and lessons by ensuring the fidelity of our planning processes and use of district curriculum.

Root Cause 2: 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.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Teachers do not see the value in collaborative planning and are unfamiliar with the Collaborative Team Framework.

Root Cause 3: Teachers need to make the connection between the framework for collaborative planning and their daily lesson plans.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Our students have limited exposure to English vocabulary and this gap in functional vocabulary is impacting our students across all academic settings.

Root Cause 4: This gap is due to bilingual lives, lack of conversations with adults outside of school, and not engaging in independent reading.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: AMS faculty, staff, students, and families differ in their perceptions that their school is safe.

Root Cause 5: Reports of bullying, high number of behavior referrals, high levels of insubordination in the classroom.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: There is a lack of parental involvement at Armstrong.

Root Cause 6: We have a high number of families who work that are unable to attend events during the day. We have some families that may be uncomfortable on a school campus. Many of our parents do not speak English and communication is an issue.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

Goals

Revised/Approved: September 05, 2019



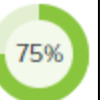


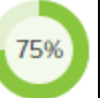


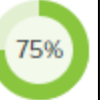
Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.



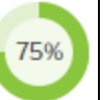


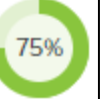


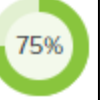


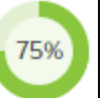
Performance Objective 1: Increase student learning in ELA Reading as evidenced by an increase in all students performing at the Approaches level by 7%, at the Meets level by 3%, and at the Masters level by 3% on 2020 STAAR.






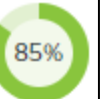
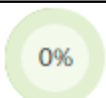

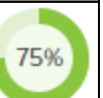


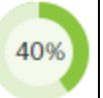
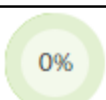
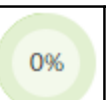
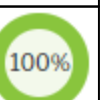
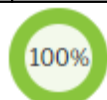
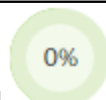

Evaluation Data Source(s) 1: STAAR performance data; formative and summative assessment data; student performance and skill trackers; MAP data; district semester exam reports; 2020 State Accountability Report

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to COVID-19 and the move to remote learning, we will evaluate the need to continue this strategy next school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 1) Incorporate the use of best practices related to literacy instruction, which will include the implementation of the Leveled Literacy Intervention (LLI) reading intervention program into all 7th and 8th grade Reading classes.	2.4, 2.5, 2.6	Reading progress will be monitored by ELAR teachers and also through assessments built into the LLI reading curriculum. Will be monitored by campus administration , ELAR department head, Title I Support Reading teacher, and support members of the Multilingual Department	Students will increase their reading fluency and also their vocabulary.			
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Provide professional development to train teachers to use data and other highly reliable instructional strategies to determine instruction and needed interventions. Professional development areas of focus include data analysis, strategies to use with English Language Learners, and AVID instructional strategies.	2.6	Feedback survey from staff; agendas from team planning to support evidence of data used in planning	Increased levels of targeted instruction and an increase in data tracking			
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 3) Utilize the district's Collaborative Team Framework as part of campus Professional Learning Communities (PLC). Collaborative teams will focus on all areas of the framework including #1) Unpacking the Learning, #2) Determine the Evidence of Learning, #3) Designing the Learning, #4) Delivery of Instruction, and #5) Reflect on the Learning	2.4, 2.5, 2.6	Work samples, lesson plans, agendas from meetings, data trackers, unit tests and other assessments	Increase in individual student performance and overall increases in student performance			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 4) Participate in grade-level collaborative teams with the support of Title I specialists, Instructional coach and District personnel (as available) in all core subjects to effectively plan for learning.	2.4, 2.5, 2.6	Principal Assistant Principals Specialists Teachers in core content areas of math, reading, science, and social studies Title I Staff	Increase student achievement and academic growth by monitoring and adjusting instruction.			
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction 5) Create an after school tutorial program for students during which they are offered help and time to complete assignments. Program will offer an emphasis on both reading and math supports.	2.4, 2.5, 2.6	Tutorial Teachers Title I Staff	Increase in individual student performance and overall increases in student performance			
TEA Priorities Recruit, support, retain teachers and principals 6) Create TTESS goal groups on campus to discuss best practices, share resources, and reflect on growth and progress toward teachers' personal learning goals related to improving instructional practices.	2.5	Principal Assistant Principals Specialists Teachers in core content areas of math, reading, science, and social studies Title I Staff	Increase student achievement and academic growth by monitoring and adjusting instruction.			
TEA Priorities Build a foundation of reading and math 7) Offer professional development to teachers which focuses on the importance of identifying both content objectives and language objectives for students.	2.4, 2.6	Principal Assistant Principals Specialists CORE Teachers Title I Staff	Increase student achievement and academic growth by monitoring and adjusting instruction.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
8) Develop a campus instructional snapshot which emphasizes the need for aligning content objectives with daily activities, the need for the development of language and of academic vocabulary, and the need to track student progress and monitor and adjust as needed.	2.4, 2.5, 2.6	Principal Assistant Principals Specialists CORE Teachers Title I Staff	Increase student achievement and academic growth by monitoring and adjusting instruction.			
				Problem Statements: Student Academic Achievement 1, 4, 5		
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 9) Identify students for targeted intervention who are not performing at grade level or who have not shown growth on MAP Reading.	2.4, 2.5, 2.6	Principal Assistant Principals Specialists ELAR Teachers Title I Staff Support Staff	Increase student achievement and academic growth by monitoring and adjusting instruction or reteaching or providing Tier II or Tier III intervention.			
				Problem Statements: Student Academic Achievement 1 Funding Sources: 199 Bilingual/ESL/ELL - 8500.00		
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 10) Provide and adult temp to work on campus during the spring semester to assist in classrooms, provide small group instruction, reteach, and support at risk students.	2.4, 2.6	Principal Assistant Principals Specialists Title I Support Staff	Increase student achievement and academic growth by monitoring and adjusting instruction or reteaching or providing Tier II or Tier III intervention.			
				Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title I, Part A - 7875.00		
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 11) Offer additional reading resources for teachers to use in classrooms and in targeted intervention groups	2.4, 2.6	Principal Assistant Principals English Dept. Head Title I Support Staff	Increase student achievement and academic growth by providing additional resources for teachers to use with students to help them be more successful.			
				Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title I, Part A - 5000.00		
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 12) Provide a summer workshop opportunity for the admin team to enhance teacher development and effectiveness.	2.4, 2.5, 2.6	Principal Assistant Principals Title I Staff	Increase student achievement and academic growth by providing additional resources for administrators to share with teachers to use with students to help them be more successful.			
				Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title I, Part A - 2092.00		
<div> = Accomplished = No Progress = Discontinue</div>						

Performance Objective 1 Problem Statements:

Student Academic Achievement	
Problem Statement 1: There continues to be a gap between Armstrong's performance on STAAR when compared to the district's performance in all core content areas. Root Cause 1: There is a need for effective data analysis by teachers to ensure that content standards are met by students through appropriate assessments.	
Problem Statement 2: Teachers do not see the value in collaborative planning and are unfamiliar with the Collaborative Team Framework. Root Cause 2: Teachers need to make the connection between the framework for collaborative planning and their daily lesson plans.	
Problem Statement 4: There is a need for intentional, effective planning and lessons by ensuring the fidelity of our planning processes and use of district curriculum. Root Cause 4: 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.	
Problem Statement 5: Our students have limited exposure to English vocabulary and this gap in functional vocabulary is impacting our students across all academic settings. Root Cause 5: This gap is due to bilingual lives, lack of conversations with adults outside of school, and not engaging in independent reading.	



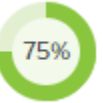



Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.










Performance Objective 2: Increase student learning in Mathematics as evidenced by an increase in all students performing at the Approaches level by 3%, at the Meets level by 3%, and at the Masters level by 3% on 2020 STAAR.

Evaluation Data Source(s) 2: STAAR performance data; formative and summative assessment data; student performance and skill trackers

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Due to COVID-19 and the move to remote learning, we will evaluate the need to continue this strategy next school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Provide professional development to train teachers to use data and other highly reliable instructional strategies to determine instruction and needed interventions. Professional development areas of focus include data analysis, strategies to use with English Language Learners, and AVID instructional strategies	2.6	Feedback survey from staff; agendas from team planning to support evidence of data used in planning	Increased levels of targeted instruction and an increase in data tracking			
	Funding Sources: 211 Title I, Part A - 219.00					
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 2) Utilize the district's Collaborative Team Framework as part of campus Professional Learning Communities (PLC). Collaborative teams will focus on all areas of the framework including #1) Unpacking the Learning, #2) Determine the Evidence of Learning, #3) Designing the Learning, #4) Delivery of Instruction, and #5) Reflect on the Learning	2.4, 2.5, 2.6	Work samples, lesson plans, agendas from meetings, unit tests and other assessments	Increase in individual student performance and overall increases in student performance			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 3) Participate in grade-level collaborative teams with the support of Title I specialists, Instructional coach and District personnel (as available) in all core subjects to effectively plan for learning.	2.4, 2.5, 2.6	Principal Assistant Principals Specialists Teachers in core content of math, reading, science, and social studies Title I Staff	Increase student achievement and academic growth by monitoring and adjusting instruction.			
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 4) To provide the TEKS Companion resource for student use with our math classes and at risk populations.	2.4, 2.6	Principal Assistant Principals Specialists Dept. Head Title I support staff	Increase student achievement and academic growth by monitoring and adjusting instruction.			
Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title I, Part A - 4590.00						
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: There continues to be a gap between Armstrong's performance on STAAR when compared to the district's performance in all core content areas. Root Cause 1: There is a need for effective data analysis by teachers to ensure that content standards are met by students through appropriate assessments.







Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.










Performance Objective 3: Increase student learning in Science as evidenced by an increase in all students performing at the Approaches level by 5%, at the Meets level by 3%, and at the Masters level by 3% on 2020 STAAR.

Evaluation Data Source(s) 3: STAAR performance data; formative and summative assessment data; student performance and skill trackers

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Due to COVID-19 and the move to remote learning, we will evaluate the need to continue this strategy next school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Provide professional development to train teachers to use data and other highly reliable instructional strategies to determine instruction and needed interventions. Professional development areas of focus include data analysis, strategies to use with English Language Learners, and AVID instructional strategies	2.6	Feedback survey from staff; agendas from team planning to support evidence of data used in planning	Increased levels of targeted instruction and an increase in data tracking			
	Funding Sources: 211 Title I, Part A - 438.00					
TEA Priorities Improve low-performing schools ESF Levers Lever 5: Effective Instruction 2) Utilize the district's Collaborative Team Framework as part of campus Professional Learning Communities (PLC). Collaborative teams will focus on all areas of the framework including #1) Unpacking the Learning, #2) Determine the Evidence of Learning, #3) Designing the Learning, #4) Delivery of Instruction, and #5) Reflect on the Learning	2.4, 2.5, 2.6	Work samples, lesson plans, agendas from meetings, unit tests and other assessments	Increase in individual student performance and overall increases in student performance			
	Problem Statements: Student Academic Achievement 1					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 3) Participate in grade-level collaborative teams with the support of Title I specialists, Instructional coach and District personnel (as available) in all core subjects to effectively plan for learning- ELAR, Math, Science, History	2.4, 2.5, 2.6	Principal Assistant Principals Specialists Teachers in core content areas of math, reading, science, and social studies Title I Staff	Increase student achievement and academic growth by monitoring and adjusting instruction.			
Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 5: Effective Instruction 4) Create a Targeted Tutorial program for our 8th grade Science students to review, enhance and understand TEKS and concepts each week to prepare students for STAAR and science classwork and tests.	2.4, 2.5, 2.6	Principal Science teachers Title I staff	Increased student achievement			
	Funding Sources: 211 Title I, Part A - 2166.00					
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>						

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: There continues to be a gap between Armstrong's performance on STAAR when compared to the district's performance in all core content areas. Root Cause 1: There is a need for effective data analysis by teachers to ensure that content standards are met by students through appropriate assessments.



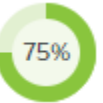



Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.










Performance Objective 4: Increase student learning in Social Studies as evidenced by an increase in all students performing at the Approaches level by 10%, at the Meets level by 5%, and at the Masters level by 3% on 2020 STAAR.

Evaluation Data Source(s) 4: STAAR performance data; formative and summative assessment data; student performance and skill trackers

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: Due to COVID-19 and the move to remote learning, we will evaluate the need to continue this strategy next school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Provide professional development to train teachers to use data and other highly reliable instructional strategies to determine instruction and needed interventions. Professional development areas of focus include data analysis, strategies to use with English Language Learners, and AVID instructional strategies	2.6	Feedback survey from staff; agendas from team planning to support evidence of data used in planning	Increased levels of targeted instruction and an increase in data tracking			
	Funding Sources: 211 Title I, Part A - 219.00					
TEA Priorities Improve low-performing schools ESF Levers Lever 5: Effective Instruction 2) Utilize the district's Collaborative Team Framework as part of campus Professional Learning Communities (PLC). Collaborative teams will focus on all areas of the framework including #1) Unpacking the Learning, #2) Determine the Evidence of Learning, #3) Designing the Learning, #4) Delivery of Instruction, and #5) Reflect on the Learning	2.4, 2.5, 2.6	Work samples, lesson plans, agendas from meetings, unit tests and other assessments	Increase in individual student performance and overall increases in student performance			
	Problem Statements: Student Academic Achievement 1					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 3) Participate in grade-level collaborative teams with the support of Title I specialists, Instructional coach, and District personnel (as available) in all core subjects to effectively plan for learning.	2.4, 2.5, 2.6	Principal Assistant Principals Specialists Teachers in core content areas of math, reading, science, and social studies Title I Staff	Increase student achievement and academic growth by monitoring and adjusting instruction.			
Comprehensive Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 5: Effective Instruction 4) Create a Targeted Tutorial program for our 8th grade SS students to review, enhance and understand TEKS and concepts each week to prepare students for STAAR and history classwork and tests.	2.4, 2.5, 2.6	Principal 8th grade teachers Instructional Coach Title I Staff	Increase student achievement			
Funding Sources: 211 Title I, Part A - 996.00						
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: There continues to be a gap between Armstrong's performance on STAAR when compared to the district's performance in all core content areas. Root Cause 1: There is a need for effective data analysis by teachers to ensure that content standards are met by students through appropriate assessments.










Goal 2: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Performance Objective 1: Promote Level I HRS protocols to foster a positive and safe school community for students and staff.

Evaluation Data Source(s) 1: SEL Trainings and weekly updates
Mental Health Training
PBIS Initiatives

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: These strategies will continue next school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Train teachers and staff on the use of Positive Behavior Intervention Strategies (PBIS), Social Emotional Learning (SEL) strategies, and mental health awareness initiatives to support a positive campus culture.	2.5, 2.6	Principal & Administrative Team SEL Campus Facilitator PBIS committee Campus Leadership Team	Increase positive relationships on campus between staff and students and student to student.			
	Problem Statements: Perceptions 1					
Comprehensive Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 2) Staff training with Dr. Adam Saenz on The Power of a Teacher to help support teachers in SEL and Mental Health initiatives to motivate and produce effective classroom environments.	2.4, 2.6	Principal Title I Staff	Increased positive relationships on campus between staff members and also between staff and students.			
	Problem Statements: Student Academic Achievement 1 - Perceptions 1 Funding Sources: 211 Title I, Part A - 5500.00					
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>						

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: There continues to be a gap between Armstrong's performance on STAAR when compared to the district's performance in all core content areas. Root Cause 1: There is a need for effective data analysis by teachers to ensure that content standards are met by students through appropriate assessments.

Perceptions

Problem Statement 1: AMS faculty, staff, students, and families differ in their perceptions that their school is safe. Root Cause 1: Reports of bullying, high number of behavior referrals, high levels of insubordination in the classroom.







Goal 2: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Performance Objective 2: Teachers will continue to use SEL strategies within the classroom to promote the social and emotional health of students.

Evaluation Data Source(s) 2: Lesson plans, weekly SEL announcements or moment of mindfulness, reduction in the number of behavior referrals, increase in the number of positive behavior referrals

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: These strategies will continue next school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Teachers will incorporate the use of Circles into their classrooms weekly in order to build relationships with students.	2.4	Campus administrators, teacher leaders, department heads, campus SEL facilitator	Stronger relationships with students; an increase in the number of students accessing campus support systems such as the counseling team and the campus CIS			
	Problem Statements: Perceptions 1					
<div><div> = Accomplished</div><div> = No Progress</div><div> = Discontinue</div></div>						

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: AMS faculty, staff, students, and families differ in their perceptions that their school is safe. Root Cause 1: Reports of bullying, high number of behavior referrals, high levels of insubordination in the classroom.







Goal 2: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Performance Objective 3: Use of positive behavior intervention strategies in order to promote a positive learning environment (Principal's 100 Club, behavior reflection forms, Apache Pride Tickets, etc.).

Evaluation Data Source(s) 3: Reduction in the number of behavior referrals, increase in the number of positive behavior referrals.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: These strategies will continue next school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Principal's 100 Club, behavior reflection forms, Apache Pride Tickets	2.4, 2.5	Campus BIS team, campus administration	A decrease in the number of behavior referrals; an increase in the number of positive behavior referrals			
	Problem Statements: Perceptions 1					
<div><div> = Accomplished</div><div> = No Progress</div><div> = Discontinue</div></div>						

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: AMS faculty, staff, students, and families differ in their perceptions that their school is safe. Root Cause 1: Reports of bullying, high number of behavior referrals, high levels of insubordination in the classroom.





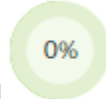

Goal 2: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Performance Objective 4: Continuation of First Friday Activity Schedule days once a month to practice AVID, SEL, and PBIS Initiatives.

Evaluation Data Source(s) 4: Completion of student goal setting, use of Second Step and lesson completion, lesson plans, calendar frequency, a decrease in the number of behavior referrals, increase in the number of positive behavior referrals, and an increase in school spirit.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: These strategies will continue next school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Once a month, the campus will engage in activities which will assist students in their growth and development in their character, AVID strategies, and other targeted areas related to social and emotional learning.	2.5	School administration, AVID coordinator, SEL campus facilitator	An increase in student's perception of safety on campus, a decrease in behavior referrals			
	Problem Statements: Perceptions 1					
<div><div> = Accomplished</div><div> = No Progress</div><div> = Discontinue</div></div>						

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: AMS faculty, staff, students, and families differ in their perceptions that their school is safe. Root Cause 1: Reports of bullying, high number of behavior referrals, high levels of insubordination in the classroom.










Goal 2: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Performance Objective 5: Have additional opportunities for our families to come to campus for reasons other than those directly connected to academic which work to build a sense of community and belonging.

Evaluation Data Source(s) 5: Attendance

Summative Evaluation 5: Met Performance Objective

Next Year's Recommendation 5: These strategies will continue in the 2020-2021 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
ESF Levers Lever 3: Positive School Culture 1) Organize Hispanic Heritage Night on campus in the month of October.	2.5, 3.2	Principal Leadership team Title I support team Parent Liaison Communities in Schools Representative	To promote diversity and family involvement on campus			
	Problem Statements: Perceptions 1, 4					
ESF Levers Lever 3: Positive School Culture 2) Organize campus activities in Honor of Veterans Day.	2.5, 3.2	Principal Leadership team Title I support team Parent Liaison	To promote family involvement on campus			
	Problem Statements: Perceptions 1, 4					
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>						

Performance Objective 5 Problem Statements:

Perceptions
Problem Statement 1: AMS faculty, staff, students, and families differ in their perceptions that their school is safe. Root Cause 1: Reports of bullying, high number of behavior referrals, high levels of insubordination in the classroom.
Problem Statement 4: There is a lack of parental involvement at Armstrong. Root Cause 4: We have a high number of families who work that are unable to attend events during the day. We have some families that may be uncomfortable on a school campus. Many of our parents do not speak English and communication is an issue.

Campus Administrator

Committee Role	Name	Position
Administrator	Melissa Blank	Principal
Administrator	Kyle Hercules	Assistant Principal
Administrator	Tarah Clark	Assistant Principal
Non-classroom Professional	Renee Davis	Title I support
Classroom Teacher	Kristin Haney	AVID teacher
Classroom Teacher	Ellen Germain	SPED teacher
Classroom Teacher	Jennifer York	science teacher
Classroom Teacher	Paul Davidson	Teacher
Classroom Teacher	Molly James	SPED teacher
Classroom Teacher	Leisa Williamson	Math Teacher
Non-classroom Professional	Lori Evans	Title I Coach
Classroom Teacher	Nancy Smith	ESL Teacher
Classroom Teacher	Soumeya Lehachi	Spanish Teacher
Non-classroom Professional	Kristina Tafur	Counselor
Classroom Teacher	Karen Wackerow	English Teacher
Community Representative	Ragan Harrison	Mental Health Coordinator
Parent	Amy Helmke	Parent
Parent	Katrina Tajeda	Parent
Parent	Sarah Sammon	Parent
District-level Professional	Marie Heath	ESL Coordinator
Community Representative	Vince Lopez	School Resource Officer
District-level Professional	Robin Garcia	PISD Pasar Director

Committee Role	Name	Position
Non-classroom Professional	Julie Eiben	Academic Specialist
Parent	Kathy Ware	Parent
Parent	Mary Steen	Parent
Paraprofessional	Dana Rotramel	Office Manager

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> Apply classroom interventions Employ discipline interventions Use other intervention strategies as necessary/appropriate Conference with parents/students 	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • 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. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 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. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • 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. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • 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. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> K-5 Ensure students are receiving daily unstructured play during recess. K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> 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. Funding source: State and Local 	ESSA	Principal	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local Utilize social media to keep parents and community informed. Funding source: State and Local PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA 		Principal	