Plano Independent School District

Robinson Middle School

2019-2020

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: October 1, 2019

Mission Statement

Our Plano ISD learning community will educate, inspire and empower every student to activate their unique potential in a dynamic world.

Vision

COMMITTED TO EXCELLENCE | DEDICATED TO CARING | POWERED BY LEARNING | PLANO ISD PROUD

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Comprehensive Needs Assessment

Revised/Approved: September 03, 2019

Demographics

Demographics Strengths

GT program giving lots of opportunities for students to grow - high enrollment

Low "did not meet" overall on STAAR test.

New Spanish class for heritage speakers for high school credit.

Fairly high percentage of students who achieved "masters" on STAAR.

Student Academic Achievement

Student Academic Achievement Strengths

Algebra- we provide the opportunity for high performing students to succeed

Math- good at identifying students who need early interventions

Overall- approaching/ met in STAAR all above 80% across all subjects

Robinson outperforms the district in several areas

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students in all grades on STAAR Reading and Math did not show expected growth: 6th grade - 52% in reading and 35% in math did not show expected growth on STAAR 7th grade - 20% in reading and 30% in math did not show expected growth on STAAR 8th Grade - 21% in reading and 20% in math did not show expected growth on STAAR **Root Cause**: Training and strategies are needed to track individual student growth in order to differentiate to meet individual student needs.

Problem Statement 2: Students achieved masters level performance on STAAR Science at 42% and STAAR Social studies at 33% which places Robinson in Quintile 3 in campus comparative group. **Root Cause**: Implementation of cross-curricular, reading and higher-order thinking strategies are not consistent across content areas.

Problem Statement 3: Special Education students on STAAR performed below the district average for approaches level performance: STAAR 6 Math Campus 33%, District 35% STAAR 6 Reading Campus 42%, District 50% STAAR 7 Math Campus 41%, District 43% STAAR 7 Writing Campus 26%, District 27% STAAR 8 Math Campus 41%, District 49% STAAR 8 Reading Campus 27%, District 38% STAAR 8 Science Campus 32%, District 38% **Root Cause**: Training and strategies are needed to differentiate for the needs of special education students.

School Processes & Programs

School Processes & Programs Strengths

Several strong areas in higher-order thinking skills

Strong Communicating reason for learning

Team meetings effective in addressing student needs/intervention plans

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Content Planning Teams operate at varying levels of implementation in the collaborative team process. **Root Cause**: Teachers have a limited understanding of how the PLC process positively impacts student achievement.

Perceptions

Perceptions Strengths

Low truancy rate - Robinson has higher average daily attendance rate than other schools in the district.

-Excellent job on drills. When we are consistent and remind students of the expectations, they rise to achieve them.

-Collaborate culture

-Diversity of students evidence of learning as well as the instructional strategies we used.

Priority Problem Statements

Problem Statement 1: Content Planning Teams operate at varying levels of implementation in the collaborative team process.

Root Cause 1: Teachers have a limited understanding of how the PLC process positively impacts student achievement.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Students in all grades on STAAR Reading and Math did not show expected growth: 6th grade - 52% in reading and 35% in math did not show expected growth on STAAR 7th grade - 20% in reading and 30% in math did not show expected growth on STAAR 8th Grade - 21% in reading and 20% in math did not show expected growth on STAAR

Root Cause 2: Training and strategies are needed to track individual student growth in order to differentiate to meet individual student needs.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Students achieved masters level performance on STAAR Science at 42% and STAAR Social studies at 33% which places Robinson in Quintile 3 in campus comparative group.

Root Cause 3: Implementation of cross-curricular, reading and higher-order thinking strategies are not consistent across content areas.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Special Education students on STAAR performed below the district average for approaches level performance: STAAR 6 Math Campus 33%, District 35% STAAR 6 Reading Campus 42%, District 50% STAAR 7 Math Campus 41%, District 43% STAAR 7 Writing Campus 26%, District 27% STAAR 8 Math Campus 41%, District 49% STAAR 8 Reading Campus 27%, District 38% STAAR 8 Science Campus 32%, District 38%

Root Cause 4: Training and strategies are needed to differentiate for the needs of special education students.

Problem Statement 4 Areas: Student Academic Achievement

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
- State and federal planning requirements

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
- PBMAS data
- Alternative Education Accountability (AEA) 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

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 6th grade STAAR Reading Expected student growth percentages from 48% to 58% and STAAR Math from 65% to 75%.

Increase 7th Grade STAAR Reading Expected student growth percentages from 80% to 85% and STAAR Math from 70% to 75%.
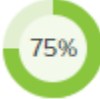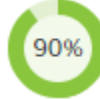
Increase 8th Grade STAAR Reading Expected student growth percentages from 79% to 84% and STAAR Math from 80% to 85%.

Evaluation Data Source(s) 1: STAAR Reading and STAAR Math Growth data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to COVID-19 and unavailable growth measures on STAAR, use MAP scores to summatively track growth.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Reading and math teachers identify which of their current students met expected growth or higher on previous year's STAAR.	English and Math department chairs	Teachers will have have an awareness of their students' prior growth.	50%	100%	100%
2) Reading and Math teachers will write SMART goals as a content team aligned with the campus performance objectives per grading period.	English and Math department chairs	Teachers will have common direction and goals for their content planning teams.	100%	100%	100%
3) Reading and math teachers will develop and use common student growth tracking system to monitor student academic growth.	English and Math department chairs	Students will receive individualized, differentiated instruction based on personalized needs and progress.	50%	80%	100%
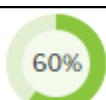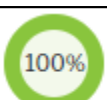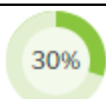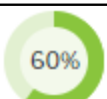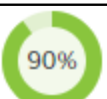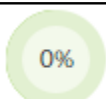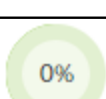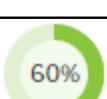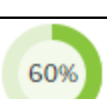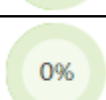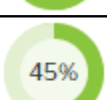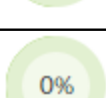
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
4) Determine how each content area conducts formative assessment data analysis.	Administration	Campus will determine strengths and areas of growth for collecting and analyzing data.	60%	100%	100%
5) Reading and math teachers will use formative assessment data to drive intervention and acceleration.	English and Math department chairs	Students will be challenged at their individual levels to academically grow.	60%	75%	90%
6) Reading and math teachers will lead students through goal setting process and host individual conferences with students around their progress.	English and Math department chairs	Students will have increased awareness of and increase ownership of their own learning.	0%	50%	50%
7) Campus teams will determine and use effective form of parent communication around the growth and goals for students.	Department chairs	Parents/ guardians will increase engagement and understanding of student growth.	0%	✗	✗
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

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 the masters level performance on STAAR Science from 42% to 52% and on STAAR Social Studies from 33% to 43%.

Evaluation Data Source(s) 2: STAAR Science and STAAR Social Studies summary reports

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Science and Social Studies teachers in all grades will write SMART goals as a content team aligned with the campus performance objectives per grading period.	Science and Social Studies department chairs	Teachers will have common direction and goal for their content planning teams.	100%	100%	100%
2) Science and Social Studies teachers in all grades will develop and use common student growth tracking system to monitor student academic growth toward mastery level performance.	Science and Social Studies department chairs	Students will receive individualized, differentiated instruction based on personalized needs and progress.	30%	75%	100%
3) Determine how each content area conducts formative assessment data analysis.	Administration	Campus will determine strengths and areas of growth for collecting and analyzing data.	60%	100%	100%
4) Science and Social Studies teachers in all grades will use formative assessment data to drive intervention and acceleration.	Science and Social Studies department chairs	Students will be challenged at their individual levels to academically grow.	30%	60%	90%
5) Science and Social Studies teachers in all grades will lead students through goal setting process and host individual conferences with students around their progress towards mastery level performance.	Science and Social Studies department chairs	Students will have increased awareness of and increase ownership of their own learning.	0%	50%	50%
6) Science and Social Studies teachers in all grades will collaborate with the English department to identify and implement effective reading strategies.	Department chairs	Teachers will increase their ability to plan and deliver effective reading strategies.	0%	60%	60%
7) Science and Social Studies teachers in all grade levels will embed reading strategies and questions/activities with increased level of cognition based upon student tracking and data.	Science and Social Studies department chairs	Through increased challenged and support, students will demonstrate higher levels of content mastery.	0%	45%	50%
8) Campus teams will determine and use effective form of parent communication around the growth and goals for students.	Department chairs	Parents/ guardians will increase engagement and understanding of student growth.	0%	✗	✗

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
	100% = Accomplished	0% = No Progress	❌ = Discontinue		

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 the percentage of special education students who achieve the approaches level of performance -
STAAR 6 Math from 33% to 40%
STAAR 7 Math from 41% to 45%
STAAR 8 Math from 41% to 50%
STAAR 6 Reading from 42% to 50%
STAAR 7 Writing from 26% to 30%
STAAR 8 Reading from 27% to 40%
STAAR 8 Science from 32% to 40%
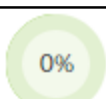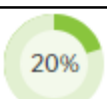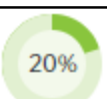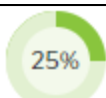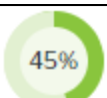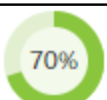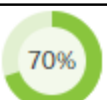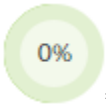
Evaluation Data Source(s) 3: STAAR Summary reports

Summative Evaluation 3: Some progress made toward meeting Performance Objective

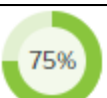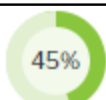| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) SPED teachers trained on assessments and assessing and tracking student growth.	SPED team leader	Teachers will in increase their own ability to backwards plan from assessments.	30%	65%	65%
2) All teachers trained on modification and accommodations.	SPED Team leader	Special education students will have increased participation and success.	75%	85%	85%
3) All teachers of modified students will have routine check-ins with the SPED dept. head to review accommodations and modifications.	SPED team leader	Teachers will provide increased access to the general education curriculum.	0%	0%	0%
4) SPED teachers lead students through realistic goal setting process so both teachers and students can track progress.	SPED team leader	Special education students will have increased participation and performance in the classroom.	0%	20%	20%
5) SPED and General Education teachers collaborate together to implement the general education curriculum.	SPED Team leader	Special education students will have increased opportunities to access general education curriculum.	25%	45%	75%
6) SPED students take the full math and reading MAP tests - fall, winter, and spring - in order to show growth and allow teachers to plan interventions.	Campus Testing Coordinator & SPED Team Leader	Teachers will increase special education student performance by tracking student progress and addressing any skill gaps.	45%	70%	70%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
7) Campus teams will determine and use effective form of parent communication around the growth and goals for students.	Department chairs	Parents/ guardians will increase engagement and understanding of student growth.	0%	❌	❌
	100% = Accomplished	0% = No Progress	❌ = Discontinue		

Goal 2: Life Ready - Plano ISD graduates will possess the skills and knowledge that enable them to be life ready citizens and leaders in the global workforce.

Goal 3: Talent Acquisition, Support, and Growth - To ensure a quality school system; Plano ISD will hire, train, and retain the most effective and talented workforce.

Performance Objective 1: 100% of teachers will increase their rating on the PLC Process Self Assessment survey by the end of the year.

Evaluation Data Source(s) 1: PLC Process Self Assessment pre and post survey

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Determine the PLC Process Self Assessment survey.	Administration	Teachers will increase their awareness of PLC and collaborative team expectations.	100%	100%	100%
2) Teachers will self-rate themselves and their teams on the collaborative team survey - both pre and post assessment.	Department chairs	Teachers will identify their areas of growth on the collaborative team process	100%	100%	50%
3) Train teachers on how to fully implement the collaborative team process.	Administration	Teachers will have increased knowledge and understanding of how to implement the PLC and collaborative team process.	60%	75%	75%
4) Collaborative teams will create an action plan based upon their teams areas of growth.	Department chairs	Teams will create action plans to address their areas of growth.	25%	45%	50%
5) Full implementation of the collaborative team process within both grade teams and content teams	Administration	Teachers will increase their efficiency and effectiveness of the lesson planning process.	30%	60%	75%
100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 4: 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.

Goal 5: Strategic Resource Management - As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

Robinson MS School Based Improvement Committee (SBIC) 2019-2020

Committee Role	Name	Position
Administrator	Kennitra Robertson	Principal
Classroom Teacher	Nick Thomason	Staff Member
Staff Member	Lisa Arriaga	Staff Member
Staff Member	Beverly Kennington	Staff Member
Staff Member	Larissa Lowrance	Staff Member
Staff Member	Martine Whitten	Academic Specialist
Staff Member	Hoda Abdel-ghani	Special Education Department Head
District-level Professional	Becky Woodward	District Level Professional
District-level Professional	Dr. Rhonda Davis	District Level Professional
Non Professional Staff	Sara Seoighe	Non Professional Staff
Parent	Joe Escobar	Parent Appointed by the Principal
Parent	Kate Desimone	Parent Selected by the PTA
Parent	Kathy Hathaway	Parent
Parent	Buffy Bynum	Parent
Parent	Easwaran Muthukrishnan	Parent
Parent	Muruganandhan Subramanian	Parent
Parent	Angelica "Angel" Williams	Parent
Parent	Christina (Xiaxia Xu) Hsu	Parent
Parent	Felecia Mitchell	Parent
Parent	Pragya Garg	Parent
Community Representative	Dr. Robert Davis	Community Member
Community Representative	Andrea Cockrell	Community Member

Committee Role	Name	Position
Business Representative	Daniel K. Ovichegan	Business Member
Business Representative	Libby Holtmann	Business Member
Business Representative	Sridhar Veerabomma	Business Member
Administrator	Libby Taylor-Deleon	Campus Professional, Non-teaching
Administrator	Michael Gragert	Campus Professional, Non-teaching
Parent	Sara Moore	Parent

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)
1. **Bullying** **Staff Prevention** • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations **Staff Education** • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process **Staff Intervention** • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies **Student Prevention** • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas **Student Education** • Explain referral process/contacts • Anonymous Tip Line **Student Intervention** • 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)
2. Coordinated Health Program **Coordinated School Health** • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • 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. **Fitness** • 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. **Physical Activity Requirements** • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • 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.	TEC 11.253(d) Board Policy FFA(Local)	Principal	The school will follow Board Policies: FFA and EHAA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• 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. **Attendance** • K-8 Monitor attendance of students and follow up on prominent and chronic absences.			
3. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** • 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	
4. **Parent Involvement** • 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	