

# Plano Independent School District

## Armstrong Middle School

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** October 20, 2020

# 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.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	14
Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.	15
Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.	25
Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.	32
Goal 4: DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2019 to 2021.	37
Goal 5: AMS IP - 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.	41
20-21 SBIC Committee	46
Addendums	48

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Student Information

Armstrong Middle School was established in 1976, and has proudly served the community for 42 years. Armstrong is a Title I campus, and currently maintains an enrollment of approximately 739 students. With 81 staff members, Armstrong Middle School remains committed to serving all students and providing an excellent education for each student. 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 Armstrong's commitment to college readiness and the AVID program, Armstrong Middle School has been recognized as an AVID Site of Distinction.

#### Demographic Breakdown

Hispanic- 63%

African American- 16%

White- 13%

Asian- 6%

Two or more- 2%

#### Gender

Male- 46%

Female- 54%

#### Special Populations

GT- 9%

ESL- 38%

ED- 70%

SPED- 17%

504- 8%

### **Staff Information**

Armstrong Middle School is supported by a highly diverse staff. This highly qualified team of teaching professionals and support staff members serve the Armstrong community each and every day through a commitment to providing students with equitable opportunities for learning. Several members of the Armstrong faculty hold advanced degrees. In addition, more than 75% of the staff have five or more years of teaching experience.

### **Parent Participation Information:**

The mission of Armstrong's PTA is to provide a powerful voice for all children, to be a relevant resource for families and communities, and to be a strong advocate for the education and well-being of every child. The Armstrong PTA is dedicated to supporting the students in the school through various programs and fundraisers throughout the school year. In addition, the PTA members provide insight and guidance to the Armstrong administrative team, working collaboratively with school administration on matters related to school safety, student achievement, or other school initiatives. There are several events which the PTA supports including Red Ribbon Week, the annual Career Day, and Hispanic Heritage Night.

### **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 Learning

## Student Learning Summary

Our students are currently performing below the district average in all areas of STAAR testing for the academic year 2018-2019.

There are performance gaps between the students at Armstrong Middle School compared to the average district performance of students on STAAR tests in all core areas. Current gaps between the campus and the district are as follows:

AMS STAAR Reading- 6th 59% 7th 70% 8th 68% (first administration only); District STAAR Reading- 6th 78% 7th 86% 8th 86%

AMS STAAR 7th Writing 63%; District STAAR 7th Writing 78%

AMS STAAR Math- 6th 80% 7th 82% 8th 83%; District STAAR Math- 6th 86% 7th 86% 8th 86%

AMS STAAR Science 70%; District STAAR Science 87%

AMS STAAR SS 57%; District STAAR SS 81%

## Student Learning 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 Learning Needs**

**Problem Statement 1 (Prioritized):** 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 (Prioritized):** 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 (Prioritized):** 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 (Prioritized):** 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 Summary

Collaborative planning with teams and committees

Focus on SEL

Technology Proficiency

Activity schedule shows that we prioritize initiatives on our campus that build culture and add to a positive climate. Events include pep rallies, guest speakers, Social and Emotional Learning (SEL) activities, AVID strategies, goal setting, and safety drills.

AVID demonstration school- AVID schoolwide

Expectation that all teachers serve on at least one committee

SPED teachers have planning time with common core subjects

## 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 Summary

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

## 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 (Prioritized):** 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 (Prioritized):** 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 is a need for intentional, effective planning and lessons by ensuring the fidelity of our planning processes and use of district curriculum.

**Root Cause 1:** 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 1 Areas:** Student Learning

**Problem Statement 2:** 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 2:** 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 Areas:** Student Learning

**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 Learning

**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 Learning

**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

## 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

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- 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 Data: Student Groups

- 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
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

## Employee Data

- 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

# Goals

Revised/Approved: September 23, 2020

**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 1:** The percent of Armstrong students that score Meets grade level or above on STAAR Reading 6-8 will increase from 41% in 2019 to 43% by June 2021. The SPED student group performance will increase from 19% in 2019 to 22% in 2021. The English Learners student group performance will increase from 25% in 2019 to 29% in 2021.

**Evaluation Data Sources:** 2021 STAAR Assessment

**Summative Evaluation:** Some progress made toward meeting Objective

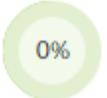
Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Focus on increasing the level of student engagement in all learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Specialists Title I Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$2,638.80</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	 <p>30%</p>	 <p>60%</p>	 <p>80%</p>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Incorporate online intervention tools to support student growth in math and reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and academic growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Department Heads Title I Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$6,995</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	 <p>15%</p>	 <p>60%</p>	 <p>100%</p>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased levels of targeted instruction and an increase in data tracking</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Title I Coach Title I Support Teachers Department Heads</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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, Designing the Learning, #4) Delivery of Instruction, and #5) Reflect on the Learning</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in individual student performance and overall increases in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Title I Coach Title Support Teachers Department Heads Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Specialists Teachers in core content areas of math, reading, science, and social studies Title I Coach Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2, 4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in individual student performance and overall increases in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Tutorial Teachers Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Specialists Teachers in core content areas of math, reading, science, and social studies Title I Coach Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Offer professional development to teachers which focuses on the importance of identifying both content objectives and language objectives for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Title I Coach Title Support Teachers Department Heads</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 4, 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Core Content Teachers Title I Coach Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 4, 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Identify students for targeted intervention who are not performing at grade level or who have not shown growth on MAP Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction or reteaching or providing Tier II or Tier III intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Department Heads Team Leaders Core Content Teachers Title I Coach Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction or reteaching or providing Tier II or Tier III intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Provide teachers with access to online professional development such as from Marzano Resources- MR Compendium.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by providing additional resources for teachers to use with students to help them be more successful.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Department Heads Title I Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13:</b> Provide additional resources for our families to support their students in their learning at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved school attendance Higher completion rates on assignments</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Title I support team Campus Parent Liaison</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 4</p> <p><b>Funding Sources:</b> Parent School Supply Packs - 211 Title I, Part A - \$3,033.26</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 14 Details	Formative Reviews		
<p><b>Strategy 14:</b> Provide additional resources for our families to support their students in their learning at home--extension of Strategy 13 to include more families.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved school attendance Higher completion rates on assignments</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Title I support team Campus Parent Liaison</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 4</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$1,739.40</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 15 Details	Formative Reviews		
<p><b>Strategy 15:</b> Provide additional resources for our families to support reading at home during the summer. Provide a school-wide novel to all incoming 6th, 7th and 8th graders for summer reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR reading scores Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Title Team ELAR Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$1,800</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 1 Problem Statements:

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

**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 2:** The percent of Armstrong students that score Meets grade level or above on STAAR Writing 7 will increase from 34% in 2019 to 36% by June 2021. The SPED student group performance will increase from 11% in 2019 to 13% in 2021. The Hispanic student group will increase from 23% in 2019 to 27% in 2021. The English Learners student group performance will increase from 18% in 2019 to 21% in 2021.

**Evaluation Data Sources:** 2021 STAAR Assessment

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Focus on increasing the level of student engagement in all learning environments</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Specialists Title I Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased levels of targeted instruction and an increase in data tracking</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Title I Coach Title I Support Teachers Department Heads</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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, Designing the Learning, #4) Delivery of Instruction, and #5) Reflect on the Learning</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in individual student performance and overall increases in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Title I Coach Title Support Teachers Department Heads Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Specialists Teachers in core content areas of math, reading, science, and social studies Title I Coach Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2, 4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in individual student performance and overall increases in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Tutorial Teachers Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Specialists Teachers in core content areas of math, reading, science, and social studies Title I Coach Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Offer professional development to teachers which focuses on the importance of identifying both content objectives and language objectives for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Title I Coach Title Support Teachers Department Heads</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 4, 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Core Content Teachers Title I Coach Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 4, 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Identify students for targeted intervention who are not performing at grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction or reteaching or providing Tier II or Tier III intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Department Heads Team Leaders Core Content Teachers Title I Coach Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Provide teachers with access to online professional development such as from Marzano Resources- MR Compendium.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by providing additional resources for teachers to use with students to help them be more successful.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Department Heads Title I Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$3,615.99</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Provide additional resources for our families to support their students in their learning at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved school attendance Higher completion rates on assignments</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Title I support team Campus Parent Liaison</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

### Student Learning

**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 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.

### Perceptions

**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.

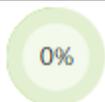
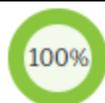
**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

**Performance Objective 1:** The percent of Armstrong students that score Meets grade level or above on STAAR Math 6-8 will increase from 58% in 2019 to 59% by June 2021. The SPED student group performance will increase from 24% in 2019 to 27% in 2021. The English Learners student group performance will increase from 48% in 2019 to 50% in 2021.

**Evaluation Data Sources:** 2021 STAAR Assessment

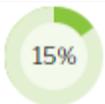
**Summative Evaluation:** Some progress made toward meeting Objective

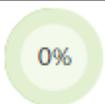
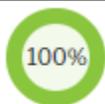
Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Add Edpuzzle Licenses for teachers to build unlimited student videos</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement, engagement and academic growth by monitoring and adjusting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Department Heads Title I Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$1,450</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Add Classkick teacher licenses for educational uses</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement, engagement and academic growth by monitoring and adjusting instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Department Heads Title I Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$749</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Focus on increasing the level of student engagement in all learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Specialists Title I Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> IXL site license for all student for the content areas of Science, Math, ELAR and Social Studies</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and academic growth by monitoring and adjusting instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Department Heads Title I Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased levels of targeted instruction and an increase in data tracking</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Title I Coach Title I Support Teachers Department Heads</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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, Designing the Learning, #4) Delivery of Instruction, and #5) Reflect on the Learning</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in individual student performance and overall increases in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Title I Coach Title Support Teachers Department Heads Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Specialists Teachers in core content areas of math, reading, science, and social studies Title I Coach Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2, 4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in individual student performance and overall increases in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Tutorial Teachers Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Specialists Teachers in core content areas of math, reading, science, and social studies Title I Coach Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Offer professional development to teachers which focuses on the importance of identifying both content objectives and language objectives for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Title I Coach Title Support Teachers Department Heads</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 4, 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Core Content Teachers Title I Coach Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 4, 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Identify students for targeted intervention who are not performing at grade level or who have not shown growth on MAP Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction or reteaching or providing Tier II or Tier III intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Department Heads Team Leaders Core Content Teachers Title I Coach Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13:</b> Provide an additional computer monitor for all classroom teachers in order to assist with managing co-seated classes, the virtual learning environment, and effectively navigating all applications simultaneously.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement in all content areas</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Department Heads Title I Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$7,864.45</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 14 Details	Formative Reviews		
<p><b>Strategy 14:</b> Provide teachers with access to online professional development such as from Marzano Resources- MR Compendium.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by providing additional resources for teachers to use with students to help them be more successful.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Department Heads Title I Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 15 Details	Formative Reviews		
<p><b>Strategy 15:</b> Provide additional resources for our families to support their students in their learning at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved school attendance Higher completion rates on assignments</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Title I support team Campus Parent Liaison</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 16 Details	Formative Reviews		
<p><b>Strategy 16:</b> Develop a tutorial program for remote learners where they can come to campus to receive in-person tutorials in all content areas from campus teachers in order to foster relationships with School@Home learners and build confidence in their academic performance. Teachers will be recruited to support the tutorial program which primarily takes place after school hours and on Saturdays.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and growth by providing an additional time for teachers to help students with class assignments and reteaching lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Title I Support Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$8,573</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

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

## Perceptions

**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.

**Goal 3:** DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

**Performance Objective 1:** The percent of Armstrong students that score Meets grade level or above on STAAR Science 8 will increase from 45% in 2019 to 47% by June 2021. The SPED student group performance will increase from 14% in 2019 to 16% in 2021. The African American student group performance will increase from 28% in 2019 to 32% in 2021. The English Learners student group performance will increase from 31% in 2019 to 33% in 2021.

**Evaluation Data Sources:** 2021 STAAR Assessment

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Focus on increasing the level of student engagement in all learning environments</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Specialists Title I Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> IXL site license for all student for the content areas of Science, Math, ELAR and Social Studies</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and academic growth by monitoring and adjusting instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Department Heads Title I Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased levels of targeted instruction and an increase in data tracking</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Title I Coach Title I Support Teachers Department Heads</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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, Designing the Learning, #4) Delivery of Instruction, and #5) Reflect on the Learning</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in individual student performance and overall increases in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Title I Coach Title Support Teachers Department Heads Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Specialists Teachers in core content areas of math, reading, science, and social studies Title I Coach Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2, 4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in individual student performance and overall increases in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Tutorial Teachers Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Specialists Teachers in core content areas of math, reading, science, and social studies Title I Coach Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Offer professional development to teachers which focuses on the importance of identifying both content objectives and language objectives for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Title I Coach Title Support Teachers Department Heads</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 4, 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Core Content Teachers Title I Coach Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 4, 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Identify students for targeted intervention who are not performing at grade level or who have not shown growth on MAP Science.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction or reteaching or providing Tier II or Tier III intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Department Heads Team Leaders Core Content Teachers Title I Coach Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Provide teachers with access to online professional development such as from Marzano Resources- MR Compendium.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by providing additional resources for teachers to use with students to help them be more successful.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Department Heads Title I Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Hire an adult temp to work with our science department on science fair</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and growth by providing an additional resource for teachers to use to help students with science fair projects.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Science Dept. Head Title I Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$1,120</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13:</b> Create an after school tutorial program to assist in preparing students for STAAR testing. Because the program extends after the school day, snacks will also be provided for students during the tutorial.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement, academic growth, and attendance by providing a snack during targeted after school tutorials.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Department Heads Title I Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

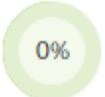
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> There continues to be a gap between Armstrong's performance on STAAR when compared to the district's performance in all core content areas. <b>Root Cause:</b> There is a need for effective data analysis by teachers to ensure that content standards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

**Goal 4:** DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2019 to 2021.

**Performance Objective 1:** The percent of Armstrong students that score Meets grade level or above on STAAR Social Studies 8 will increase from 27% in 2019 to 29% by June 2021. The SPED student group performance will increase from 14% in 2019 to 16% in 2021. The English Learners student group will increase from 13% in 2019 to 16% in 2021.

**Evaluation Data Sources:** 2021 STAAR Assessment

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Focus on increasing the level of student engagement in all learning environments</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Specialists Title I Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> IXL site license for all student for the content areas of Science, Math, ELAR and Social Studies</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and academic growth by monitoring and adjusting instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Department Heads Title I Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased levels of targeted instruction and an increase in data tracking</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Title I Coach Title I Support Teachers Department Heads</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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, Designing the Learning, #4) Delivery of Instruction, and #5) Reflect on the Learning</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in individual student performance and overall increases in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Title I Coach Title Support Teachers Department Heads Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Specialists Teachers in core content areas of math, reading, science, and social studies Title I Coach Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2, 4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in individual student performance and overall increases in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Tutorial Teachers Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Specialists Teachers in core content areas of math, reading, science, and social studies Title I Coach Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Offer professional development to teachers which focuses on the importance of identifying both content objectives and language objectives for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Title I Coach Title Support Teachers Department Heads</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 4, 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Core Content Teachers Title I Coach Title I Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 4, 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Provide teachers with access to online professional development such as from Marzano Resources- MR Compendium.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by providing additional resources for teachers to use with students to help them be more successful.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Department Heads Title I Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

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

**Goal 5:** AMS IP - 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:** The percentage of community members who perceive Armstrong Middle School as a positive and safe school community for students and staff and parents will increase by 5% for the 2020-2021 school year.

**Evaluation Data Sources:** SEL Trainings and weekly updates

Mental Health Training

PBIS Initiatives

Community HRS Survey Results

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive relationships on campus between staff and students and student to student.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Leadership Team SEL Campus Facilitator PBIS/SEL Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Staff training with Dr. Adam Saenz to help support teachers in SEL and Mental Health initiatives to motivate and produce effective classroom environments. Also the purchase of 85 novels- EQ Interventions for a staff book study.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased positive relationships on campus between staff members and also between staff and students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Title I Support Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$6,774.15</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The Armstrong campus will implement the use of Armstrong Pride Tickets as part of the Principal's 100 Club Award System. In addition, they will utilize behavior reflection forms as part of the student management system.</p> <p><b>Strategy's Expected Result/Impact:</b> A decrease in the number of behavior referrals; an increase in the number of positive behavior referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals PBIS/SEL Committee SEL Campus Facilitator Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Continuation of First Friday Activity Schedule days once a month to practice AVID, SEL, and PBIS Initiatives. 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.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student's perception of safety on campus, a decrease in behavior referrals; 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselors PBIS/SEL Committee SEL Campus Facilitator AVID coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teachers will continue to use SEL strategies within the classroom to promote the social and emotional health of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans, weekly SEL announcements or moment of mindfulness, reduction in the number of behavior referrals, increase in the number of positive behavior referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Leadership Team SEL Campus Facilitator PBIS/SEL Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Teachers will incorporate the use of Circles into their classrooms weekly in order to build relationships with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Stronger relationships with students; an increase in the number of students accessing campus support systems such as the counseling team and the campus CIS</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselors SEL Campus Facilitator PBIS/SEL Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Use of positive behavior intervention strategies in order to promote a positive learning environment (Principal's 100 Club, behavior reflection forms, Armstrong Pride tickets, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in the number of behavior referrals, increase in the number of positive behavior referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselors SEL Campus Facilitator PBIS/SEL Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Provide additional opportunities for our families to engage on campus for reasons other than those directly connected to academic which work to build a sense of community and belonging. Recognize Hispanic Heritage Month from September 15th to October 15th, 2020.</p> <p><b>Strategy's Expected Result/Impact:</b> To promote diversity and family involvement on campus</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselors Campus Leadership Team Parent Liaison Communities in Schools Representative Spanish Teachers Librarian</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.2</p> <p><b>Problem Statements:</b> Perceptions 1, 4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Provide additional opportunities for our families to engage on campus for reasons other than those directly connected to academic which work to build a sense of community and belonging. Organize campus activities in Honor of Veterans Day.</p> <p><b>Strategy's Expected Result/Impact:</b> To promote family involvement on campus</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselors Leadership team Title I support team Parent Liaison Social Studies Department Teachers Librarian</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.2</p> <p><b>Problem Statements:</b> Perceptions 1, 4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Improve campus communication to include multiple media platforms in distributing campus information.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher level of awareness of campus events. Increase level of parent participation in PTA.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Title I Support Staff Public Relations Liaison</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Problem Statements:</b> Perceptions 1, 4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Provide additional opportunities for our families to engage on campus for reasons other than those directly connected to academic which work to build a sense of community and belonging by offering English classes to our non-English speaking parents.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in the number of parents participating in campus events An increase in the number of parents utilizing the services offered through our campus such as our monthly food pantry, Plano Up!, CIS, or working with the campus social worker or parent liaison.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Title I support team Campus Parent Liaison</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Problem Statements:</b> Perceptions 4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Create a Community Outreach Team consisting of Title I Parent Liaison, CIS director, and Social Worker to serve our families with home visits, resources, supplies, etc...</p> <p><b>Strategy's Expected Result/Impact:</b> To provide for our families To promote additional parent involvement at school and with students</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Title I Team</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> AMS faculty, staff, students, and families differ in their perceptions that their school is safe. <b>Root Cause:</b> Reports of bullying, high number of behavior referrals, high levels of insubordination in the classroom.</p>
<p><b>Problem Statement 4:</b> There is a lack of parental involvement at Armstrong. <b>Root Cause:</b> 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.</p>

# 20-21 SBIC Committee

Committee Role	Name	Position
Non-classroom Professional	Cynthia Davis	Title I Support
Administrator	Melissa Blank	Principal
Administrator	Tarah Clark	Assistant Principal
Administrator	Kyle Hercules	Assistant Principal
Classroom Teacher	Karen Wackerow	ELAR Teacher
Classroom Teacher	Paul Davidson	History Teacher
Classroom Teacher	Leisa Williamson	Math Teacher
Classroom Teacher	Alicia Guillen	Science Teacher
Classroom Teacher	Kristin Haney	AVID Teacher
Classroom Teacher	Ellen Germain	Speech Teacher
Classroom Teacher	Molly James	SPED Teacher
Non-classroom Professional	Lori Evans	Title I Coach
Classroom Teacher	Soumeya Lehachi	Spanish Teacher
Non-classroom Professional	Kristina Tafur	Counselor
Parent	Amy Helmke	Parent
Parent	Katrina Tajeda	Parent
Parent	Sarah Sammon	Parent
Community Representative	Vince Lopez	SRO
Parent	Mary Steen	Parent
Parent	Kathy Ware	Parent
Non-classroom Professional	Glenda Rouse	SPED Dept. Head
Classroom Teacher	Megan Sliger	Dyslexia Teacher
District-level Professional	Nancy Smith	ESL Specialist
Parent	Kattia Prado-Saenz	Title I Parent Liaison
Classroom Teacher	Teresita Mariano	ESL Dept. Head
Paraprofessional	Dana Rotramel	Office Manager
Non-classroom Professional	Megan Moulton	Librarian
Parent	Diana Overhauser	Parent

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Sharon Bradley	SEL Coordinator

# Addendums

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Armstrong

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

### Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	37	35	59		62		45	19	34	42	25	41	42	41
2020	39	37	59		62		46	20	36	43	27	41	43	42
2021	41	40	60		63		48	22	39	45	29	42	45	43
2022	44	43	61		64		49	24	43	47	31	43	47	45
2023	48	48	62		65		52	26	48	50	35	44	50	47
2024	53	53	63		66		55	29	54	54	39	45	54	49

### Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	50	53	69		86		70	24	52	67	48	59	52	58
2020	52	55	69		86		71	25	54	68	49	59	53	59
2021	54	57	70		87		72	27	56	69	50	60	54	59
2022	57	60	70		87		73	29	59	71	52	60	56	60
2023	61	64	71		88		74	31	63	73	54	61	58	62
2024	66	69	72		89		76	34	68	76	57	62	61	63

## Armstrong- STAAR Social Studies Grade 8

The percent of 8th grade students that score Meets grade level or above on STAAR Social Studies Grade 8 will increase from 27% in 2019 to 29% by June 2021.

### Yearly Target Goals

2020	2021	2022	2023	2024
28% 2019 Baseline: 27%	29%	31%	33%	35%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	28	18	51	*	67	*	20	14	19	33	13	26	29	27
2020	29	20	51	*	67	*	21	15	21	34	14	26	30	28
2021	32	22	52	*	68	*	22	16	24	36	16	27	32	29
2022	35	26	52	*	68	*	24	18	28	38	19	27	34	31
2023	39	30	53	*	69	*	26	21	33	41	22	28	37	33
2024	44	36	55	*	71	*	29	24	39	44	27	30	40	35
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

## Armstrong- STAAR Grade 7 Writing

**The percent of 7th grade students that score Meets grade level or above on STAAR Writing Grade 7 will increase from 34% in 2019 to 36% by June 2021.**

### Yearly Target Goals

2020	2021	2022	2023	2024
35% 2019 Baseline: 34%	36%	38%	40%	42%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	47	23	52	*	55	*	*	11	27	40	18	33	38	34
2020	48	25	52	*	55	*	*	12	29	41	19	33	39	35
2021	51	27	53	*	56	*	*	13	32	43	21	34	41	36
2022	54	31	53	*	56	*	*	15	36	45	24	34	43	38
2023	58	35	54	*	57	*	*	18	41	48	27	35	46	40
2024	63	41	56	*	59	*	*	21	47	51	32	37	49	42
2019-2021	4	4	1	*	1	*	*	2	5	3	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

## Armstrong - STAAR Grade 8 Science

**The percent of 8th grade students that score Meets grade level or above on STAAR Science Grade 8 will increase from 45% in 2019 to 47% by June 2021.**

### Yearly Target Goals

2020	2021	2022	2023	2024
46% 2019 Baseline: 45%	47%	48%	49%	50%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	28	39	79	*	67	*	40	14	36	56	31	47	38	45
2020	29	40	79	*	67	*	40	15	37	57	32	47	39	46
2021	32	43	79	*	67	*	41	16	40	58	33	47	40	47
2022	35	45	80	*	68	*	42	18	43	60	34	48	42	48
2023	39	49	80	*	68	*	44	21	47	62	36	48	44	49
2024	44	54	81	*	69	*	46	24	52	65	39	49	47	50
2019-2021	4	4	0	*	0	*	1	2	4	2	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

**Armstrong - Algebra 1**

**The percent of students taking the Algebra I EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will increase from 93% in 2019 to 96% by June 2021.**

**Closing the Gaps Student Groups Yearly Targets**

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
<b>2019 Baseline</b>	<b>88</b>	<b>91</b>	<b>96</b>	<b>*</b>	<b>100</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>90</b>	<b>*</b>	<b>88</b>	<b>93</b>	<b>93</b>	<b>93</b>
<b>2021</b>	<b>96</b>	<b>98</b>	<b>97</b>	<b>*</b>	<b>102</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>98</b>	<b>*</b>	<b>92</b>	<b>94</b>	<b>102</b>	<b>96</b>
<b>2019-2021</b>	<b>8</b>	<b>7</b>	<b>1</b>	<b>8</b>	<b>2</b>	<b>*</b>	<b>1</b>	<b>2</b>	<b>8</b>	<b>9</b>	<b>4</b>	<b>1</b>	<b>9</b>	<b>3</b>

## 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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal	<p><b>Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● 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.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● K-8 Campuses Only: 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.</li> <li>● K-8 Measure MVPA and physical activity time</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>● Utilize social media to keep parents and</li> </ul>		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none"><li>● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li><li>● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li><li>● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li></ul>		
--	--	--	--