

# Plano Independent School District

## Robinson Middle School

**2020-2021**

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



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

# Mission Statement

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

## Vision

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Low SES enrollment is increasing.

African American students showed gap in achievement compared to other groups.

SPED and Hispanic groups showed gaps in achievement.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** There is an achievement gap between demographic groups.

# Student Learning

## Student Learning Summary

**Robinson Middle Goals:** (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

## Student Learning Strengths

High achievement on STAAR

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Student learning at the Meets level of STAAR shows room for growth. **Root Cause:** Differentiation built around passing but not around "growing"

# School Processes & Programs

## School Processes & Programs Summary

Some teacher groups are fully implementing the Collaborative Team Framework. Some groups are not.

## School Processes & Programs Strengths

The collaborative team framework is embedded in most PLCs and teams.

There is time built into the master schedule for collaboration.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** There are varying levels of implementation of the Collaborative Team Framework across the campus.

# Priority Problem Statements

**Problem Statement 1:** There is an achievement gap between demographic groups.

**Root Cause 1:**

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** There are varying levels of implementation of the Collaborative Team Framework across the campus.

**Root Cause 2:**

**Problem Statement 2 Areas:** School Processes & Programs

# 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
- Effective Schools Framework data

## **Student Data: Student Groups**

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback



# Goals

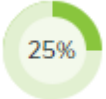








Revised/Approved: September 24, 2020

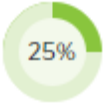




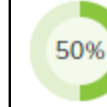




**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 1:** The percent of Robinson students that score Meets grade level or above on STAAR Reading 6-8 will increase from 71% in 2019 to 73% by June 2021. The SPED student group performance will increase from 24% in 2019 to 27% in 2021. The African American student group performance will increase from 43% in 2019 to 47% in 2021.

**Evaluation Data Sources:** 2021 STAAR Assessment

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Determine how to calculate and track individual student growth in co-seated environment including information on demographic student groups. <b>Strategy's Expected Result/Impact:</b> Clear, shared process for accountability, sharing of ideas, and action steps based on data <b>Staff Responsible for Monitoring:</b> Department Chair, AP, Principal	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Determine the most effective method and process of teacher data conversations in a co-seated environment. <b>Strategy's Expected Result/Impact:</b> Clear, shared process for accountability, sharing of ideas, and action steps based on data <b>Staff Responsible for Monitoring:</b> Department Chair, AP, Principal	Formative		
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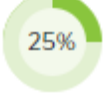


Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Lesson planning and delivery includes evidence of differentiation and adjustment based upon student data and student growth trackers <b>Strategy's Expected Result/Impact:</b> Clear, shared process for accountability, sharing of ideas, and action steps based on data <b>Staff Responsible for Monitoring:</b> Department Chair, AP, Principal	Formative		
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<b>Strategy 5:</b> Provide information and resources to parents on how to interpret their child's scores/data and strategies on how to provide academic support at home. <b>Strategy's Expected Result/Impact:</b> Increased parental awareness and engagement on academic support at home <b>Staff Responsible for Monitoring:</b> Principal, AP	Formative		
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



**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 Robinson students that score Meets grade level or above on STAAR Writing 7 will increase from 72% in 2019 to 74% by June 2021. The SPED student group performance will increase from 10% in 2019 to 12% in 2021. The African American student group will increase from 39% in 2019 to 43% in 2021. The Hispanic student group performance will increase from 42% in 2019 to 46% in 2021.

**Evaluation Data Sources:** 2021 STAAR Assessment

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













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



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	Nov	Feb	June
			
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**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 Robinson students that score Meets grade level or above on STAAR Math 6-8 will increase from 77% in 2019 to 78% by June 2021. The SPED student group performance will increase from 25% in 2019 to 28% in 2021. The African American student group performance will increase from 39% in 2019 to 43% in 2021.

**Evaluation Data Sources:** 2021 STAAR Assessment

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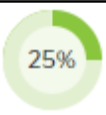
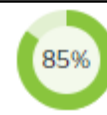







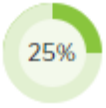


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



**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 Robinson students that score Meets grade level or above on STAAR Science 8 will increase from 69% in 2019 to 71% by June 2021. The SPED student group performance will increase from 22% in 2019 to 24% in 2021. The African American student group performance will increase from 38% in 2019 to 42% in 2021.

**Evaluation Data Sources:** 2021 STAAR Assessment

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

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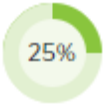











**Goal 4:** DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2019 to 2021.

**Performance Objective 1:** The percent of Robinson students that score Meets grade level or above on STAAR Social Studies 8 will increase from 58% in 2019 to 60% by June 2021. The Economically Disadvantaged student group performance will increase from 28% in 2019 to 33% in 2021. The SPED student group will increase from 11% in 2019 to 13% in 2021. The African American student group will increase from 26% in 2019 to 30% in 2021.

**Evaluation Data Sources:** 2021 STAAR Assessment

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











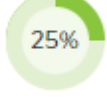





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	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 5:** Teachers will increase their knowledge, skill, and capacity to conduct collaborative team meetings as evidenced by a proficient level or higher on a collaborative team scoring guide, rubric, or scale.

**Performance Objective 1:** 100% of teachers will score proficient or higher on a collaborative team scoring guide, rubric, or scale.

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Determine a collaborative team scoring guide, rubric, or scale that articulates specific elements aligned to the Collaborative Team Framework. <b>Strategy's Expected Result/Impact:</b> Clear, shared process for accountability, sharing of ideas, and action steps based on data <b>Staff Responsible for Monitoring:</b> Robinson Leadership Team	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Conduct specially designed professional learning around the components of the scoring guide, rubric, or scale. <b>Strategy's Expected Result/Impact:</b> Clear, shared process for accountability, sharing of ideas, and action steps based on data <b>Staff Responsible for Monitoring:</b> Department Chair, AP, Principal	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Create systematic opportunities for teachers to evaluate self and team using the scoring guide, rubric, or scale. <b>Strategy's Expected Result/Impact:</b> Clear, shared process for accountability, sharing of ideas, and action steps based on data <b>Staff Responsible for Monitoring:</b> Department Chair, AP, Principal	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Create systematic opportunities for feedback and adjustments to collaborative teams approach and implementation of the Collaborative Team Framework based on the scoring guide or rubric. <b>Strategy's Expected Result/Impact:</b> Clear, shared process for accountability, sharing of ideas, and action steps based on data <b>Staff Responsible for Monitoring:</b> Department Chair	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# 20-21 SBIC Committee

Committee Role	Name	Position
Administrator	Kennitra Robertson	Principal
Administrator	Skip Gragert	Assistant Principal
Administrator	Lasma Jekabsone-Berrouet	Assistant Principal
Staff Member	Martine Whitten	Academic Specialist
Staff Member	Hoda Abdel-ghani	SpED Team Leader
Non-classroom Professional	Sherry Dissinger	Counseling Team Leader
Non Professional Staff	Sara Seoighe	Office Manager
Classroom Teacher	Lisa Arriaga	Science Team Leader
Classroom Teacher	Beverly Kennington	Math Team Leader
Classroom Teacher	Nick Thomason	Social Studies Team Leader
Classroom Teacher	Vicki White	Acting English Team Leader
Parent	Courtney Block	Parent Nominated by Principal
Parent	Kristin Seale	Parent
Parent	Kate Desimone	PTA President
District-level Professional	Rhonda Davis	Executive Director for Advanced Academics
Parent	Sara Moore	Parent
Business Representative	Libby Holtman	Business Representative
Community Representative	Robert Davis	Community Member
Business Representative	Daniel Ovichegan	Business Representative

# Addendums

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

Robinson

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	43	54	76		84		72	24	52	79	50	77	56	71
2020	45	56	76		84		73	25	54	80	52	77	57	72
2021	47	59	77		85		75	27	57	82	54	78	59	73
2022	50	62	78		86		76	29	61	84	56	79	61	75
2023	54	67	79		87		79	31	66	87	60	80	64	77
2024	59	72	80		88		82	34	72	90	64	81	68	79

### 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	39	62	80		96		77	25	54	88	74	83	64	77
2020	41	64	80		96		78	26	56	89	75	83	65	78
2021	43	66	81		97		79	28	58	90	76	84	66	78
2022	46	69	81		97		80	30	61	92	78	84	68	79
2023	50	73	82		98		81	32	65	94	80	85	70	81
2024	55	78	83		99		83	35	70	97	83	86	73	82

Robinson - 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 58% in 2019 to 60% by June 2021.														
Yearly Target Goals														
2020		2021			2022			2023			2024			
59% 2019 Baseline: 58%		60%			62%			64%			66%			
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	26	38	50	*	83	*	59	11	28	86	29	60	50	58
2020	27	40	50	*	83	*	60	12	30	87	30	60	51	59
2021	30	42	51	*	84	*	61	13	33	89	32	61	53	60
2022	33	46	51	*	84	*	63	15	37	91	35	61	55	62
2023	37	50	52	*	85	*	65	18	42	94	38	62	58	64
2024	42	56	54	*	87	*	68	21	48	97	43	64	61	66
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

## Robinson - 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 72% in 2019 to 74% by June 2021.

### Yearly Target Goals

2020	2021	2022	2023	2024
73% 2019 Baseline: 72%	74%	76%	78%	80%

### 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	39	42	79	*	90	*	69	10	45	83	55	79	55	72
2020	40	44	79	*	90	*	70	11	47	84	56	79	56	73
2021	43	46	80	*	91	*	71	12	50	86	58	80	58	74
2022	46	50	80	*	91	*	73	14	54	88	61	80	60	76
2023	50	54	81	*	92	*	75	17	59	91	64	81	63	78
2024	55	60	83	*	94	*	78	20	65	94	69	83	66	80
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



Robinson - 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 69% in 2019 to 71% by June 2021.														
Yearly Target Goals														
2020		2021			2022			2023			2024			
70% 2019 Baseline: 69%		71%			72%			73%			74%			
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	38	60	66	*	87	*	65	22	42	86	44	74	55	69
2020	39	61	66	*	87	*	65	23	43	87	45	74	56	70
2021	42	64	66	*	87	*	66	24	46	88	46	74	57	71
2022	45	66	67	*	88	*	67	26	49	90	47	75	59	72
2023	49	70	67	*	88	*	69	29	53	92	49	75	61	73
2024	54	75	68	*	89	*	71	32	58	95	52	76	64	74
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

Robinson - 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 maintain 100% in 2019 to 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
2019 Baseline	100	100	100	*	100	*	100	*	100	100	100	100	100	100
2021	108	107	101	*	102	*	101	*	108	109	104	101	109	103
2019-2021	8	7	1	8	2	*	1	2	8	9	4	1	9	3

## 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>		
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