

Plano Independent School District
Armstrong Middle School
2021-2022



Board Approval Date: November 3, 2021

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Revised/Approved: September 20, 2021

Demographics

Demographics Summary

Student Information

Armstrong Middle School was established in 1976, and has proudly served the community for 45 years. Armstrong is a Title I campus, and currently maintains an enrollment of approximately 615 students. With 79 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- 65%

African American- 15%

White- 13%

Asian- 4%

Two or more- 2%

Gender

Male- 48%

Female- 52%

Special Populations

GT- 10%

ESL- 42%

ED- 68%

SPED- 17%

504- 10%

Staff Information

Armstrong Middle School is supported by a dedicated staff committed to caring. 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 98%- 99% based on 2020-2021 school data.

Attendance Snapshot for 2020-2021:

First Six Weeks = 99.11%

Second Six Weeks = 98.92%

Third Six Weeks= 98.33%

Fourth Six Weeks = 98.68%

Fifth Six Weeks= 98.24%

Sixth Six Weeks= 98.06%

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 2020-2021.

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 51% 7th 59% 8th 60%; District STAAR Reading- 6th 72% 7th 76% 8th 77%

AMS STAAR Math- 6th 67% 7th 66% 8th 63%; District STAAR Math- 6th 77% 7th 73% 8th 64%

AMS STAAR Science 60%; District STAAR Science 74%

AMS STAAR SS 40%; District STAAR SS 67%

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 10% of the district's average in all grade levels.

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, Fundamentals of Computer Science, Algebra I, or Health.

During the 2020-2021 school year, students who took the Algebra I STAAR EOC had a 100% passing rate.

During the 2020-2021 school year, students who took the AP Spanish test had an 96.2% passing rate of scoring a 3 or higher on the exam.

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: Students are not held accountable for their learning. **Root Cause:** Teachers were unclear about grading policies and balancing academic demands during a COVID-19 school year and there were concerns rooted in empathy for students.

Problem Statement 3: There is a false perception that compliance equals learning. **Root Cause:** Teachers focus on getting through content instead of students accomplishing the objective due to the pacing of the curriculum calendar.

Problem Statement 4 (Prioritized): There is a need for intentional, effective lesson planning rooted in the PLC process for effective collaboration and planning. **Root Cause:** Planning was overwhelming for teacher as they planned for learning in co-seated environments, which confused teachers who believed the "week at a glance" documents were the lesson plans.

Problem Statement 5 (Prioritized): As a campus, we do not prioritize the importance of having both a Learning Objective and a Language Objectives along with the to assist all learners, especially our ESL scholars. **Root Cause:** Not enough focus or training given to the teaching staff (allowing for practice and providing feedback) how to use language objectives effectively for ESL students.

School Processes & Programs

School Processes & Programs Summary

Armstrong Middle School maintains the following programs and processes to support our school community in both student achievement and maintaining a positive school climate and culture:

- Collaborative planning with teams and committees through Professional Learning Communities (PLC).
- Focus on Social Emotional Learning (SEL)
- Technology proficiency
- Implementation of the Tiger Time Activity Schedule to 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.
- Student academic intervention provided during the school day to meet the requirements related to House Bill 4545.
- AVID National Demonstration School status, which includes the implementation of AVID school wide
- Expectation that all teachers serve on at least one school programs committee such as the Health and Wellness Committee, Sunshine Committee, Veterans' Day Committee, Technology Committee, and others
- Thriving Fine Arts programs, including band, orchestra, choir, theatre, and art
- Opportunities to participate in school athletics
- Opportunities to participate in school clubs and organizations, including Student Council, the Yearbook Club, Kindness Club, National Junior Honor Society, and the AVID Club

School Processes & Programs Strengths

The strengths of Armstrong Middle School's processes and programs include the following:

- AVID National Demonstration School status--the only school in Plano ISD with this distinction
- Core content teachers have a common planning period to promote collaboration within their teams
- Master schedule that supports teacher collaboration, both in planning and on committees.
- Master schedule that supports student choice in allowing them an extra elective period to participate in an additional program such as AVID, Fine Arts, Foreign Language, Athletics, Career and Technology, etc.
- 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.
- Extended day tutorial program to support academic achievement

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

At Armstrong Middle School, we implement the following initiatives and programs that contribute to our school's climate and culture:

- AVID National Demonstration School--school-wide AVID practices;
- SEL - Social Emotional Learning (restorative practices, community circles, PBIS);
- Tiger Time;
- Collaborative culture;
- 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 through frequent feedback;
- Emphasis on the importance of building relationships with students;
- Consistency in enforcing school expectations;
- Continued communication of student expectations and campus norms
- School Parent Liaison on campus full-time
- Focus on parent involvement, including offering English language classes for parents and technology support for parents
- Support programs for families such as Plano Up! (Food Pantry, Partnership with UT Southwestern for on-campus school counseling services, and Mental Health Youth Awareness Training)
- Partnership with Communities in Schools with an on-campus CIS Representative on campus full-time

Perceptions Strengths

At Armstrong Middle School, the following initiatives and programs are considered strengths:

- AVID National Demonstration School--school-wide AVID practices;
- SEL - Social Emotional Learning (restorative practices, community circles, PBIS)
- Collaborative culture;
- Embracing diversity through multicultural events;
- Emphasis on the importance of building relationships with students;
- School Parent Liaison on campus full-time
- Focus on parent involvement, including offering English language classes for parents and technology support for parents
- Support programs for families such as Plano Up! (Food Pantry, Partnership with UT Southwestern for on-campus school counseling services, and Mental Health Youth Awareness Training)
- Partnership with Communities in Schools with an on-campus CIS Representative on campus full-time

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

Root Cause 4: Reports of bullying, high number of behavior referrals, high levels of insubordination in the classroom.

Problem Statement 4 Areas: Perceptions

Problem Statement 3: There is a need for intentional, effective lesson planning rooted in the PLC process for effective collaboration and planning.

Root Cause 3: Planning was overwhelming for teacher as they planned for learning in co-seated environments, which confused teachers who believed the "week at a glance" documents were the lesson plans.

Problem Statement 3 Areas: Student Learning

Problem Statement 1: As a campus, we do not prioritize the importance of having both a Learning Objective and a Language Objectives along with the to assist all learners, especially our ESL scholars.

Root Cause 1: Not enough focus or training given to the teaching staff (allowing for practice and providing feedback) how to use language objectives effectively for ESL students.

Problem Statement 1 Areas: Student Learning

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

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

Student Data: Student Groups

- 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
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals




Revised/Approved: September 20, 2021










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 from 2019 to 2022.










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 45% by June 2022. The SPED student group performance will increase from 19% in 2019 to 24% in 2022. The English Learners student group performance will increase from 25% in 2019 to 31% in 2022.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development to train teachers to use data and other highly reliable instructional strategies to determine instruction and needed interventions. Professional development areas of focus include data analysis, strategies to use with English Language Learners, and AVID instructional strategies. Strategy's Expected Result/Impact: Increased levels of targeted instruction and an increase in data tracking Staff Responsible for Monitoring: Principal Assistant Principals Title I Coach Title I Support Teachers Department Heads Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative		
	Nov	Feb	June
			

Strategy 2 Details		Formative Reviews		
Strategy 2: Utilize the district's Collaborative Team Framework as part of campus Professional Learning Communities (PLC). Collaborative teams will focus on all areas of the framework including #1) Unpacking the Learning, Designing the Learning, #4) Delivery of Instruction, and #5) Reflect on the Learning Strategy's Expected Result/Impact: Increase in individual student performance and overall increases in student performance Staff Responsible for Monitoring: Principal Assistant Principal Title I Coach Title Support Teachers Department Heads Team Leaders Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		Formative		
		Nov	Feb	June
				
Strategy 3 Details		Formative Reviews		
Strategy 3: Monitor the implementation of the Campus Instructional Snapshot, which emphasizes the need for clearly identified Learning Objectives and Language Objectives. Strategy's Expected Result/Impact: Increase student achievement and academic growth by monitoring and adjusting instruction. Staff Responsible for Monitoring: Principal Assistant Principals Core Content Teachers Title I Coach Title I Support Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		Formative		
		Nov	Feb	June
				
Strategy 4 Details		Formative Reviews		
Strategy 4: Teachers will engage in progress monitoring and data tracking for all students over the essential learning standards within their content area. Strategy's Expected Result/Impact: Provide opportunities for reteaching for students as part of Tier I instruction or as part of targeted interventions through Tier II or Tier III instruction Staff Responsible for Monitoring: Principal Assistant Principals Department Heads Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction		Formative		
		Nov	Feb	June
				

Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize Edgenuity's "MyPath" online instructional platform which develops individualized learning plans for students based on their MAP performance in order to support student growth in math and reading. Strategy's Expected Result/Impact: Increased student achievement and academic growth Staff Responsible for Monitoring: Principal Assistant Principals Department Heads Title I Staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Hire an Adult Temp to work with struggling students on reading and math Strategy's Expected Result/Impact: Increase student achievement and academic growth by reteaching or providing Tier II or Tier III intervention. Staff Responsible for Monitoring: Principal Assistant Principals Title I Support Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: Adult Temp - 211 Title I, Part A - \$13,995	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Purchase headphones for student use while working independently with the "MyPath" online intervention platform or other online learning applications. Strategy's Expected Result/Impact: Increase student achievement and academic growth Staff Responsible for Monitoring: Principal Assistant Principals Title I Support Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: - 199 State Comp Ed - \$4,770	Formative		
	Nov	Feb	June
			

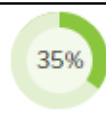
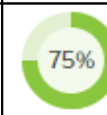

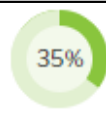
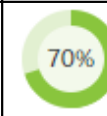

Strategy 8 Details	Formative Reviews		
Strategy 8: Continue the use of "Classkick," a teacher support application which allows teachers to provide on-line feedback to students in real-time. Strategy's Expected Result/Impact: Increased student achievement, increased student engagement, and academic growth by monitoring and adjusting instruction Staff Responsible for Monitoring: Principal Assistant Principal Department Heads Title I Staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 Title I, Part A - \$1,999	Formative		
	Nov	Feb	June
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Purchase on online site license to access highly interesting and informative texts to use with students needing additional reading intervention. Strategy's Expected Result/Impact: Increased student achievement and academic growth in the area of reading Staff Responsible for Monitoring: Principal Assistant Principal Title I staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: - 211 Title I, Part A - \$3,300	Formative		
	Nov	Feb	June
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Purchase Ready Reading Instruction books for grades 6, 7, and 8 to help students with skills and preparation for the upcoming STAAR reading test. Strategy's Expected Result/Impact: Increased student achievement and academic growth in the area of reading. Staff Responsible for Monitoring: Principal Assistant Principals Title I Staff Reading Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: - 211 Title I, Part A - \$4,587	Formative		
	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 2022.


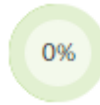





Performance Objective 1: The percent of Armstrong students that score Meets grade level or above on STAAR Math 6-8 will increase from 58% in 2019 to 60% by June 2022. The SPED student group performance will increase from 24% in 2019 to 29% in 2022. The English Learners student group performance will increase from 48% in 2019 to 52% in 2022.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development to train teachers to use data and other highly reliable instructional strategies to determine instruction and needed interventions. Professional development areas of focus include data analysis, strategies to use with English Language Learners, and AVID instructional strategies. Strategy's Expected Result/Impact: Increased levels of targeted instruction and an increase in data tracking Staff Responsible for Monitoring: Principal Assistant Principals Title I Coach Title I Support Teachers Department Heads Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize the district's Collaborative Team Framework as part of campus Professional Learning Communities (PLC). Collaborative teams will focus on all areas of the framework including #1) Unpacking the Learning, Designing the Learning, #4) Delivery of Instruction, and #5) Reflect on the Learning Strategy's Expected Result/Impact: Increase in individual student performance and overall increases in student performance Staff Responsible for Monitoring: Principal Assistant Principal Title I Coach Title Support Teachers Department Heads Team Leaders Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Monitor the implementation of the Campus Instructional Snapshot, which emphasizes the need for clearly identified Learning Objectives and Language Objectives. Strategy's Expected Result/Impact: Increase student achievement and academic growth by monitoring and adjusting instruction. Staff Responsible for Monitoring: Principal Assistant Principals Core Content Teachers Title I Coach Title I Support Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will engage in progress monitoring and data tracking for all students over the essential learning standards within their content area. Strategy's Expected Result/Impact: Provide opportunities for reteaching for students as part of Tier I instruction or as part of targeted interventions through Tier II or Tier III instruction Staff Responsible for Monitoring: Principal Assistant Principals Department Heads Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize Edgenuity's "MyPath" online instructional platform which develops individualized learning plans for students based on their MAP performance in order to support student growth in math and reading. Strategy's Expected Result/Impact: Increased student achievement and academic growth Staff Responsible for Monitoring: Principal Assistant Principals Department Heads Title I Staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			

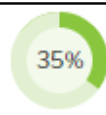


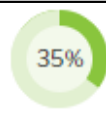


Strategy 6 Details		Formative Reviews		
Strategy 6: Prepare a Jumpstart program for late July for incoming students to prepare for the start of school by buying supplies needed for the program. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal Assistant Principals Jumpstart Staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 Title I, Part A - \$1,184.92		Formative		
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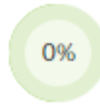





Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022.

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 48% by June 2022. The SPED student group performance will increase from 14% in 2019 to 18% in 2022. The African American student group performance will increase from 28% in 2019 to 35% in 2022. The English Learners student group performance will increase from 31% in 2019 to 34% in 2022.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development to train teachers to use data and other highly reliable instructional strategies to determine instruction and needed interventions. Professional development areas of focus include data analysis, strategies to use with English Language Learners, and AVID instructional strategies. Strategy's Expected Result/Impact: Increased levels of targeted instruction and an increase in data tracking Staff Responsible for Monitoring: Principal Assistant Principals Title I Coach Title I Support Teachers Department Heads Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize the district's Collaborative Team Framework as part of campus Professional Learning Communities (PLC). Collaborative teams will focus on all areas of the framework including #1) Unpacking the Learning, Designing the Learning, #4) Delivery of Instruction, and #5) Reflect on the Learning Strategy's Expected Result/Impact: Increase in individual student performance and overall increases in student performance Staff Responsible for Monitoring: Principal Assistant Principal Title I Coach Title Support Teachers Department Heads Team Leaders Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
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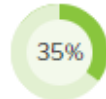





Strategy 3 Details	Formative Reviews		
Strategy 3: Monitor the implementation of the Campus Instructional Snapshot, which emphasizes the need for clearly identified Learning Objectives and Language Objectives. Strategy's Expected Result/Impact: Increase student achievement and academic growth by monitoring and adjusting instruction. Staff Responsible for Monitoring: Principal Assistant Principals Core Content Teachers Title I Coach Title I Support Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will engage in progress monitoring and data tracking for all students over the essential learning standards within their content area. Strategy's Expected Result/Impact: Provide opportunities for reteaching for students as part of Tier I instruction or as part of targeted interventions through Tier II or Tier III instruction Staff Responsible for Monitoring: Principal Assistant Principals Department Heads Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Purchase quick reference guides for teachers to help with differentiation and classroom discussion. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Principal Assistant Principals Title I Staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: - 211 Title I, Part A - \$1,371.10	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








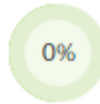





Goal 4: DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2019 to 2022.

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 31% by June 2022. The SPED student group performance will increase from 14% in 2019 to 18% in 2022. The English Learners student group will increase from 13% in 2019 to 19% in 2022.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development to train teachers to use data and other highly reliable instructional strategies to determine instruction and needed interventions. Professional development areas of focus include data analysis, strategies to use with English Language Learners, and AVID instructional strategies. Strategy's Expected Result/Impact: Increased levels of targeted instruction and an increase in data tracking Staff Responsible for Monitoring: Principal Assistant Principals Title I Coach Title I Support Teachers Department Heads Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize the district's Collaborative Team Framework as part of campus Professional Learning Communities (PLC). Collaborative teams will focus on all areas of the framework including #1) Unpacking the Learning, Designing the Learning, #4) Delivery of Instruction, and #5) Reflect on the Learning Strategy's Expected Result/Impact: Increase in individual student performance and overall increases in student performance Staff Responsible for Monitoring: Principal Assistant Principal Title I Coach Title Support Teachers Department Heads Team Leaders Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
			







Strategy 3 Details	Formative Reviews		
Strategy 3: Monitor the implementation of the Campus Instructional Snapshot, which emphasizes the need for clearly identified Learning Objectives and Language Objectives. Strategy's Expected Result/Impact: Increase student achievement and academic growth by monitoring and adjusting instruction. Staff Responsible for Monitoring: Principal Assistant Principals Core Content Teachers Title I Coach Title I Support Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will engage in progress monitoring and data tracking for all students over the essential learning standards within their content area. Strategy's Expected Result/Impact: Provide opportunities for reteaching for students as part of Tier I instruction or as part of targeted interventions through Tier II or Tier III instruction Staff Responsible for Monitoring: Principal Assistant Principals Department Heads Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Purchase consumable student workbooks to use to enhance learning in classroom and targeted tutorials Strategy's Expected Result/Impact: Increase student achievement by providing an additional resource for students to use Staff Responsible for Monitoring: SS teachers Principals Title I staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: - 211 Title I, Part A - \$3,200	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







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 2021-2022 school year.














Evaluation Data Sources: SEL Trainings and weekly updates
Mental Health Training
PBIS Initiatives
Community HRS Survey Results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Train teachers and staff on the use of Positive Behavior Intervention Strategies (PBIS), Social Emotional Learning (SEL) strategies, and mental health awareness initiatives to support a positive campus culture. Strategy's Expected Result/Impact: Increase positive relationships on campus between staff and students and student to student. Staff Responsible for Monitoring: Principal Assistant Principals Campus Leadership Team SEL Campus Facilitator PBIS/SEL Committee Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: A decrease in the number of behavior referrals; an increase in the number of positive behavior referrals Staff Responsible for Monitoring: Principal Assistant Principals PBIS/SEL Committee SEL Campus Facilitator Counselors Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use of alternative Bell Schedule on Mondays and Fridays to practice AVID, SEL, and PBIS Initiatives. Twice weekly, 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>Strategy's Expected Result/Impact: An increase in student's perception of safety on campus; 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>Staff Responsible for Monitoring: Principal Assistant Principals Counselors PBIS/SEL Committee SEL Campus Facilitator AVID coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will continue to use SEL strategies within the classroom to promote the social and emotional health of students.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal Assistant Principals Campus Leadership Team SEL Campus Facilitator PBIS/SEL Committee</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: 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. Strategy's Expected Result/Impact: To promote diversity and family involvement on campus Staff Responsible for Monitoring: Principal Assistant Principals Counselors Campus Leadership Team Parent Liaison Communities in Schools Representative Spanish Teachers Librarian Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Improve campus communication to include multiple media platforms in distributing campus information. Strategy's Expected Result/Impact: Higher level of awareness of campus events. Increase level of parent participation in PTA. Staff Responsible for Monitoring: Principal Assistant Principals Title I Support Staff Public Relations Liaison Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide additional opportunities for our families to engage on campus by offering English classes to our non-English speaking parents. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal Assistant Principals Title I support team Campus Parent Liaison Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Nov	Feb	June
			

Strategy 8 Details	Formative Reviews		
Strategy 8: Create a Community Outreach Team consisting of Title I Parent Liaison, Communities in Schools (CIS) Representative, and district Social Worker to serve our families with home visits and resources. Strategy's Expected Result/Impact: To provide for our families To promote additional parent involvement at school and with students Staff Responsible for Monitoring: Principal Assistant Principals Title I Team Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative		
	Nov	Feb	June
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Continue to utilize the available resources offered to Armstrong Middle School through the Plano Up! grant program, which includes monthly food distribution to families and counseling services for students. Strategy's Expected Result/Impact: Increase in school attendance rates and an increase in positive perception of school Staff Responsible for Monitoring: Principal Assistant Principals Counseling team Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Attend 2021 Statewide Virtual Parental Involvement Conference Strategy's Expected Result/Impact: Increase parent involvement at school and in student's school lives Staff Responsible for Monitoring: Title I staff and parent liaison Schoolwide and Targeted Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools Funding Sources: - 211 Title I, Part A - \$200	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

21-22 CIP Committee

Committee Role	Name	Position
Administrator	Melissa Blank	Principal
Administrator	Tarah Clark	Assistant Principal
Administrator	Kyle Hercules	Assistant Principal
Non-classroom Professional	Renee Davis	Title I Support
Classroom Teacher	Karen Wackerow	Teacher
Classroom Teacher	Paul Davidson	Teacher
Classroom Teacher	Leisa Williamson	Teacher
Non-classroom Professional	Ellen Germain	Teacher
Community Representative	Yatish Mistry	Community Member
Community Representative	Divya Srinath	Community Member
Paraprofessional	Dana Rotramel	Office Manager
Classroom Teacher	Ashley Walker	Teacher
Non-classroom Professional	Lori Brooks	SPED Dept. Head
Non-classroom Professional	Lori Miller	Academic Specialist
Classroom Teacher	Lubie Gonzalez	Teacher
Non-classroom Professional	Rachel Leonard	Title I Coach
Classroom Teacher	Megan Weddle	Teacher
Non-classroom Professional	Kristina Tafur	Counselor
Parent	Kathy Ware	Parent
Parent	Amy Helmke	Parent
Parent	Diana Overhauser	Parent
Community Representative	Vince Lopez	Resource Officer
District-level Professional	Jana Sandall	District representative
Parent	Kattia Prado-Saenz	Parent Liaison
Classroom Teacher	Teresita Mariano	Teacher
Non-classroom Professional	Megan Moulton	Librarian
District-level Professional	Clair Song	District representative
District-level Professional	Shannon Axtman	District representative

Committee Role	Name	Position
Parent	Beyanir Francisco	Parent
Parent	Ember Haw	Parent
Parent	Vanessa Cowan	Parent
Student	Noeh Reyes	Student
Student	Bantee Greene	Student
Student	Ellie Helmke	Student
Student	Maddie Overhauser	Student
Student	Camille Dee	Student
Student	Vanessa Gutierrez	Student

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$4,770.00
Sub-Total					\$4,770.00
Budgeted Fund Source Amount					\$7,398.00
+/- Difference					\$2,628.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,536.00
+/- Difference					\$1,536.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Adult Temp		\$13,995.00
1	1	8			\$1,999.00
1	1	9			\$3,300.00
1	1	10			\$4,587.00
2	1	6			\$1,184.92
3	1	5			\$1,371.10
4	1	5			\$3,200.00
5	1	10			\$200.00
Sub-Total					\$29,837.02
Budgeted Fund Source Amount					\$318,815.00
+/- Difference					\$288,977.98
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$31,500.00
+/- Difference					\$31,500.00
Grand Total Budgeted					\$359,249.00
Grand Total Spent					\$34,607.02
+/- Difference					\$324,641.98

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
2019 Baseline	88	91	96	*	100	*	*	*	90	*	88	93	93	93
2021	96	98	97	*	102	*	*	*	98	*	92	94	102	96
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>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● Apply classroom interventions 	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"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 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. ● K-8 Measure MVPA and physical activity time 	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"> ● 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. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local 	ESSA	
Principal	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and 		

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