

# **Plano Independent School District**

## **Armstrong Middle School**

**2022-2023**



**Board Approval Date:** September 20, 2022

# 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	5
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
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 2022 to 2023.	12
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 2022 to 2023.	13
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 2022 to 2023.	15
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 2022 to 2023.	17
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.	19
Goal 6: AMS IP - Student Achievement: Plano ISD endeavors to provide the best classroom resources. In order to achieve those goals, students must be in class. AMS will improve attendance back to the previous level of 96% by increasing 4%.	20
21-22 CIP Committee	23
Campus Funding Summary	25
Addendums	26

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Student Information

Armstrong Middle School was established in 1976 and has proudly served the community for 46 years. Armstrong is a Title I campus and currently maintains an enrollment of approximately 636 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- 59%  
African American- 16%  
White- 16%  
Asian- 6%  
Two or more- 2%

#### Gender

Male- 49%  
Female- 51%

#### Special Populations

GT- 10%  
ESL- 36%  
ED- 74%  
SPED- 18%  
504- 12%

**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. **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 that the PTA supports, including Red Ribbon Week, the annual Career Day, and Hispanic Heritage Night.

## Demographics Strengths

Armstrong has a highly diverse student and staff makeup. This inclusivity allows the school to celebrate individual differences in a rich and engaging way. Armstrong is a smaller campus which allows the staff to truly get to know the students and help them strive to meet their goals.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Student attendance was lower than in the previous 3 years. (2018-2021 average 96.84%/2021-22 -91.67) **Root Cause:** 1. During the 2021-22 school year, COVID quarantines required students to remain home. 2. There were a large number of students not consistently attending class during the school day.

**Problem Statement 2:** A large number of students are long-term ELLs and have not exited. **Root Cause:** Educational disruptions over the past few years have kept ELs from meeting exit criteria.

# Student Learning

## Student Learning Summary

### 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:

Campus	Reading			Math			Science	Social Studies	
	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8	Algebra	Grade 8	Grade 8
ARMSTRONG MIDDLE	54	68	73	71	58	70	100	70	43
District	79	85	87	81	56	84	77	81	72
Difference	25	17	14	10	-2	14	-23	11	29

### Student Learning Strengths

## Student Learning Strengths

At Armstrong Middle School, collaborative planning by teachers in all core content areas takes place regularly on campus. The master schedule is designed to support this commitment by providing common planning periods where our teams can engage as a Professional Learning Community (PLC) to ensure best instructional practices are used within the classroom.

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

To meet the technology needs of the campus, Plano ISD has provided a Chromebook for every student. The district curriculum has been modified to incorporate increased opportunities to utilize technology in the classroom.

To support students' individual needs, Armstrong has added an advisory period to the master schedule. During this period, students receive opportunities to meet a variety of needs. Students utilize AVID strategies to organize their learning. Students are offered the chance to join clubs of their own choice. Students who need interventions are also pulled to receive the necessary interventions. All of these are offered across the week, ensuring that even students who need interventions can have other opportunities to connect with activities and peers.

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 before or during their 8<sup>th</sup>-grade year: Spanish I and II, Gateway to Technology, Fundamentals of Computer Science, Algebra I, or Health.

During the 2021-2022 school year, students who took the Algebra I STAAR EOC had a 100% passing rate.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** STAAR Reading scores at Armstrong are significantly below the district at all grade levels.

**Problem Statement 2 (Prioritized):** 43% of 8th Grade students met the Approaches level on STAAR at Armstrong compared to 72% in the district.

**Problem Statement 3:** 40% of 6th grade students did not meet their projected growth measure in Reading on Spring 2022 MAP.

**Problem Statement 4:** 40% of 8th grade students did not meet their projected growth measure in Math on Spring 2022 MAP.

**Problem Statement 5 (Prioritized):** A large proportion of the staff left at the end of the 2020-21 school year **Root Cause:** 1. Stress within the education field 2. Campus specific stressors

**Problem Statement 6:** Language Objectives are not used with fidelity **Root Cause:** Language Objectives are not a part of the lesson planning process and are not implemented appropriately

**Problem Statement 7:** Student attendance was lower than in the previous 3 years. (2018-2021 average 96.84%/2021-22 -91.67) **Root Cause:** 1. During the 2021-22 school year, COVID quarantines required students to remain home. 2. There were a large number of students not consistently attending class during the school day.



# Priority Problem Statements

**Problem Statement 1:** STAAR Reading scores at Armstrong are significantly below the district at all grade levels.

**Root Cause 1:**

**Problem Statement 1 Areas:** Student Learning

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

**Root Cause 4:** The proportion of discipline related incidents

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 2:** 43% of 8th Grade students met the Approaches level on STAAR at Armstrong compared to 72% in the district.

**Root Cause 2:**

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 5:** There is a lack of community engagement with the campus.

**Root Cause 5:** The campus does not provide enough outreach to bring the community into the school.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 3:** A large proportion of the staff left at the end of the 2020-21 school year

**Root Cause 3:** 1. Stress within the education field 2. Campus specific stressors

**Problem Statement 3 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
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability 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
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**



- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data








# Goals

**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 2022 to 2023.

**Performance Objective 1:** The percent of Armstrong students that score Meets grade level or above on STAAR Reading 6-8 will increase from 42% in 2022 to 43% by June 2023. The SPED student group performance will increase from 22% in 2022 to 25% in 2023. The English Learners student group performance will increase from 32% in 2022 to 34% in 2023.

**Evaluation Data Sources:** 2023 STAAR Assessment



Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</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. <b>Strategy's Expected Result/Impact:</b> Increased levels of targeted instruction and an increase in data tracking <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Title I Coach Title I Support Teachers Department Heads	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</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 <b>Strategy's Expected Result/Impact:</b> Increase in individual student performance and overall increases in student performance <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Title I Coach Title Support Teachers Department Heads Team Leaders	Formative		
	Nov	Feb	June
			








Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Monitor the implementation of the Campus Instructional Snapshot, which emphasizes the need for clearly identified Learning Objectives and Language Objectives. <b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Core Content Teachers Title I Coach Title I Support Teachers	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Teachers will engage in progress monitoring and data tracking for all students over the essential learning standards within their content area. <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Department Heads  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Hire an Adult Temp to work with struggling students on reading and math <b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by reteaching or providing Tier II or Tier III intervention. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Title I Support Teachers  <b>Funding Sources:</b> Adult Temp - 211 Title I, Part A	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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 2022 to 2023.

**Performance Objective 1:** The percent of Armstrong students that score Meets grade level or above on STAAR Math 6-8 will increase from 34% in 2022 to 35% by June 2023. The SPED student group performance will increase from 18% in 2022 to 21% in 2023. The English Learners student group performance will increase from 27% in 2022 to 29% in 2023.

**Evaluation Data Sources:** 2023 STAAR Assessment



Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</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. <b>Strategy's Expected Result/Impact:</b> Increased levels of targeted instruction and an increase in data tracking <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Title I Coach Title I Support Teachers Department Heads	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</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 <b>Strategy's Expected Result/Impact:</b> Increase in individual student performance and overall increases in student performance <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Title I Coach Title Support Teachers Department Heads Team Leaders	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Monitor the implementation of the Campus Instructional Snapshot, which emphasizes the need for clearly identified Learning Objectives and Language Objectives. <b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Core Content Teachers Title I Coach Title I Support Teachers	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Teachers will engage in progress monitoring and data tracking for all students over the essential learning standards within their content area. <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Department Heads  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Prepare a Jumpstart program for late July for incoming students to prepare for the start of school by buying supplies needed for the program. <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Jumpstart Staff  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 211 Title I, Part A	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







**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 2022 to 2023.

**Performance Objective 1:** The percent of Armstrong students that score Meets grade level or above on STAAR Science 8 will increase from 40% in 2022 to 41% by June 2023. The SPED student group performance will increase from 13% in 2022 to 16% in 2023. The African American student group performance will increase from 26% in 2022 to 28% in 2023. The English Learners student group performance will increase from 34% in 2022 to 36% in 2023.

**Evaluation Data Sources:** 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</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. <b>Strategy's Expected Result/Impact:</b> Increased levels of targeted instruction and an increase in data tracking <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Title I Coach Title I Support Teachers Department Heads	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</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 <b>Strategy's Expected Result/Impact:</b> Increase in individual student performance and overall increases in student performance <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Title I Coach Title Support Teachers Department Heads Team Leaders	Formative		
	Nov	Feb	June
			











Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Monitor the implementation of the Campus Instructional Snapshot, which emphasizes the need for clearly identified Learning Objectives and Language Objectives. <b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Core Content Teachers Title I Coach Title I Support Teachers	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Teachers will engage in progress monitoring and data tracking for all students over the essential learning standards within their content area. <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Department Heads  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**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 2022 to 2023.

**Performance Objective 1:** The percent of Armstrong students that score Meets grade level or above on STAAR Social Studies 8 will increase from 14% in 2022 to 15% by June 2023. The SPED student group performance will increase from 16% in 2022 to 19% in 2023. The English Learners student group will increase from 7% in 2022 to 10% in 2023.

**Evaluation Data Sources:** 2023 STAAR Assessment






Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</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. <b>Strategy's Expected Result/Impact:</b> Increased levels of targeted instruction and an increase in data tracking <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Title I Coach Title I Support Teachers Department Heads	Formative		
	Nov	Feb	June
	 10%		
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</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 <b>Strategy's Expected Result/Impact:</b> Increase in individual student performance and overall increases in student performance <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Title I Coach Title Support Teachers Department Heads Team Leaders	Formative		
	Nov	Feb	June
	 10%		

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Monitor the implementation of the Campus Instructional Snapshot, which emphasizes the need for clearly identified Learning Objectives and Language Objectives. <b>Strategy's Expected Result/Impact:</b> Increase student achievement and academic growth by monitoring and adjusting instruction. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Core Content Teachers Title I Coach Title I Support Teachers	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Teachers will engage in progress monitoring and data tracking for all students over the essential learning standards within their content area. <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Department Heads  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**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:** Armstrong will increase community engagement with the campus as demonstrated by parent and community involvement.

**Evaluation Data Sources:** PTA Membership  
Community Partnerships  
Business Partnerships

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Armstrong will have staff members attend the Family Engagement Conference. <b>Strategy's Expected Result/Impact:</b> Attendees will bring back strategies for the campus to implement to increase parent and community involvement. <b>Staff Responsible for Monitoring:</b> Title I and Admin  <b>Title I:</b> 4.1 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
	 40%		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** AMS IP - Student Achievement: Plano ISD endeavors to provide the best classroom resources. In order to achieve those goals, students must be in class. AMS will improve attendance back to the previous level of 96% by increasing 4%.

**Performance Objective 1:** AMS will decrease student tardies by 30% by the end of the first semester.

**High Priority**






**Evaluation Data Sources:** Pinnacle/Teams attendance data.

**Goal 6:** AMS IP - Student Achievement: Plano ISD endeavors to provide the best classroom resources. In order to achieve those goals, students must be in class. AMS will improve attendance back to the previous level of 96% by increasing 4%.

**Performance Objective 2:** AMS will decrease student time out of class and/or missed classes by 30% through the implementation of a digital hall pass system.

**High Priority**

**Evaluation Data Sources:** Pinnacle/Teams Attendance data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Purchase e-hall pass to monitor student time in class. <b>Strategy's Expected Result/Impact:</b> Improve student in-class percentage. <b>Staff Responsible for Monitoring:</b> Admin/Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> E-Hall Pass - 211 Title I, Part A - \$4,645.37	Formative		
	Nov	Feb	June
	 35%		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** AMS IP - Student Achievement: Plano ISD endeavors to provide the best classroom resources. In order to achieve those goals, students must be in class. AMS will improve attendance back to the previous level of 96% by increasing 4%.

**Performance Objective 3:** AMS will strictly enforce attendance policies and PARB in order to increase overall attendance on campus by 4%.

**High Priority**

**Evaluation Data Sources:** Truancy, Gradebook, Teams.

# 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



<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
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
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,650.00
+/- Difference					\$7,650.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,602.00
+/- Difference					\$1,602.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Adult Temp		\$0.00
2	1	5			\$0.00
6	2	1	E-Hall Pass		\$4,645.37
Sub-Total					\$4,645.37
Budgeted Fund Source Amount					\$317,520.00
+/- Difference					\$312,874.63
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$27,225.00
+/- Difference					\$27,225.00
Grand Total Budgeted					\$353,997.00
Grand Total Spent					\$4,645.37
+/- Difference					\$349,351.63

# Addendums

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

Armstrong

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Reading

### Grade 6

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	32	118	25	0	10	0	31	126	5	104	132	59	191
<b>2022</b>	31	29	52		40		26	33	60	27	37	31	35
<b>2023</b>	33	31	53		41		29	35	61	29	38	32	36
<b>2024</b>	35	33	53		41		32	37	61	31	38	34	36
<b>2025</b>	37	35	54		42		36	39	62	34	39	36	37
<b>2026</b>	41	39	56		44		42	43	64	38	41	39	39
<b>2027</b>	45	43	57		45		49	47	65	43	42	42	40

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

Armstrong

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading												Grade 7	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	25	112	20	0	5	0	28	112	5	90	127	37	164
<b>2022</b>	44	39	75		80		25	39	40	33	46	43	45
<b>2023</b>	46	41	76		81		28	41	41	35	47	44	46
<b>2024</b>	48	43	76		81		31	43	41	37	47	46	46
<b>2025</b>	50	45	77		82		35	45	42	40	48	48	47
<b>2026</b>	54	49	79		84		41	49	44	44	50	51	49
<b>2027</b>	58	53	80		85		48	53	45	49	51	54	50

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

Armstrong

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Reading

### Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	26	139	27	0	4	0	31	127	7	99	151	50	201
<b>2022</b>	54	43	56		50		16	41	43	35	50	38	47
<b>2023</b>	56	45	57		51		19	43	44	37	51	39	48
<b>2024</b>	58	47	57		51		22	45	44	39	51	41	48
<b>2025</b>	60	49	58		52		26	47	45	42	52	43	49
<b>2026</b>	64	53	60		54		32	51	47	46	54	46	51
<b>2027</b>	68	57	61		55		39	55	48	51	55	49	52

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

Armstrong

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading												All Grades	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	83	369	72	0	19	0	90	365	17	293	410	146	556
<b>2022</b>	42	37	60		53		22	38	47	32	45	36	42
<b>2023</b>	44	39	61		54		25	40	48	34	46	37	43
<b>2024</b>	46	41	61		54		28	42	48	36	46	39	43
<b>2025</b>	48	43	62		55		32	44	49	39	47	41	44
<b>2026</b>	52	47	64		57		38	48	51	43	49	44	46
<b>2027</b>	56	51	65		58		45	52	52	48	50	47	47

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

Armstrong

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Math

### Grade 6

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	32	118	24	0	10	0	31	126	5	104	132	58	190
<b>2022</b>	25	23	29		30		16	26	60	20	29	19	26
<b>2023</b>	28	25	30		31		19	28	61	22	30	21	27
<b>2024</b>	31	28	32		33		22	31	63	24	32	23	29
<b>2025</b>	34	32	34		35		26	35	65	27	34	26	31
<b>2026</b>	40	36	36		37		31	39	67	31	36	30	33
<b>2027</b>	46	42	39		40		38	45	70	36	39	35	36



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

Armstrong

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math												Grade 7	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	22	82	13	0	3	0	27	84	4	69	88	34	122
<b>2022</b>	23	22	46		67		26	25	0	25	25	26	25
<b>2023</b>	26	24	47		68		29	27	1	27	26	28	26
<b>2024</b>	29	27	49		70		32	30	3	29	28	30	28
<b>2025</b>	32	31	51		72		36	34	5	32	30	33	30
<b>2026</b>	38	35	53		74		41	38	7	36	32	37	32
<b>2027</b>	44	41	56		77		48	44	10	41	35	42	35

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

Armstrong

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Math

### Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	29	168	35	0	6	0	32	154	8	119	189	54	243
<b>2022</b>	38	43	54		67		12	45	38	34	48	35	45
<b>2023</b>	41	45	55		68		15	47	39	36	49	37	46
<b>2024</b>	44	48	57		70		18	50	41	38	51	39	48
<b>2025</b>	47	52	59		72		22	54	43	41	53	42	50
<b>2026</b>	53	56	61		74		27	58	45	45	55	46	52
<b>2027</b>	59	62	64		77		34	64	48	50	58	51	55

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

Armstrong

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	83	368	72	0	19	0	90	364	17	292	409	146	555
<b>2022</b>	29	32	44		47		18	34	35	27	37	27	34
<b>2023</b>	32	34	45		48		21	36	36	29	38	29	35
<b>2024</b>	35	37	47		50		24	39	38	31	40	31	37
<b>2025</b>	38	41	49		52		28	43	40	34	42	34	39
<b>2026</b>	44	45	51		54		33	47	42	38	44	38	41
<b>2027</b>	50	51	54		57		40	53	45	43	47	43	44

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

Armstrong

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Science 8

### Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	27	139	27	0	4	0	31	128	7	99	151	51	202
<b>2022</b>	26	40	56		25		13	32	43	34	46	24	40
<b>2023</b>	28	42	57		26		16	34	44	36	47	25	41
<b>2024</b>	31	44	57		26		19	36	44	39	47	27	41
<b>2025</b>	34	46	58		27		23	39	45	42	48	29	42
<b>2026</b>	38	50	60		29		28	43	47	46	50	32	44
<b>2027</b>	43	54	61		30		35	47	48	51	51	36	45

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

Armstrong

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Social Studies 8

### Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	27	139	27	0	4	0	31	128	7	99	151	51	202
<b>2022</b>	22	12	15		0		16	10	14	7	13	16	14
<b>2023</b>	24	14	16		1		19	12	15	10	14	18	15
<b>2024</b>	27	17	18		3		22	15	17	13	16	20	17
<b>2025</b>	31	21	20		5		26	19	19	16	18	23	19
<b>2026</b>	36	26	22		7		31	24	21	22	20	27	21
<b>2027</b>	42	32	25		10		38	30	24	28	23	31	24

## 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
Principal, Executive Director for Student & Family Services	<b>Bullying</b> <b>Staff Prevention</b> <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> <b>Staff Education</b> <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> <b>Staff Intervention</b> <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> <b>Student Prevention</b> <ul style="list-style-type: none"> <li>Clearly state student expectations/campus rules/citizenship</li> <li>Monitor high risk areas</li> </ul> <b>Student Education</b> <ul style="list-style-type: none"> <li>Explain referral process/contacts</li> <li>Anonymous Tip Line</li> </ul> <b>Student Intervention</b> <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, District Coordinator K-12 Health and Physical Education, District Health Services	<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. <a href="#">Campus Wellness Plan</a></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> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> <li>• K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.</li> <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, Human Resources	<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, Executive Director for Student and Family Services	<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> </ul>		



	<ul style="list-style-type: none"><li>• Utilize social media to keep parents and community informed. Funding source: State and Local</li><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>		
--	--	--	--