

Plano Independent School District

Armstrong Middle School

2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

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.

Value Statement

We believe in the standards and values that compose Armstrong PRIDE--Purpose, Respect, Integrity, Dependability, and Excellence.

We believe that every individual within our community should be treated with dignity and respect.

We believe that promoting a positive and safe learning environment will foster respect for self as well as for others.

We believe that our Armstrong families play a significant role in the continued education of our scholars.

We believe in utilizing positive behavior intervention strategies to assist our scholars to accept responsibility for their actions as they learn to cope and respond to conflict.

We believe in the importance of building relationships with our scholars, with our Armstrong families, and amongst school staff members.

We believe in the importance of incorporating a social and emotional (SEL) curriculum along with our academic curriculum.

We believe in the importance of collaboration within our Professional Learning Community (PLC) to improve our practices and to build capacity amongst our teams.

We believe in individualizing instruction to meet the needs of all campus scholars.

We believe in the AVID systems we utilize campus wide will continue to assist in developing scholars who are prepared for the rigors of high school and college.

We believe that we are a family who is accountable to each other and to the community we serve.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Information

Update: Overview of Armstrong Middle School's Legacy and Programs

Since its inception in 1976, Armstrong Middle School has been an integral part of the community for 46 years, proudly serving generations of students. As a Title I campus, our commitment to providing an outstanding education for all students remains unwavering. Currently, our enrollment stands at approximately 555 students, each of whom receives the dedicated attention and support they deserve.

Staff Dedication:

With a team of 78 staff members, Armstrong Middle School is resolute in its mission to offer a top-tier education to every student. Our staff members bring their passion and expertise to the forefront, creating an environment that nurtures academic growth and personal development. Whether through classroom instruction, mentorship, or extracurricular activities, our staff is dedicated to empowering students to excel and achieve their goals.

AVID National Demonstration School:

Armstrong Middle School takes immense pride in being designated an AVID National Demonstration School. The Advancement Via Individual Determination (AVID) program is a cornerstone of our commitment to college readiness. AVID equips students with essential skills in writing, inquiry, collaboration, organization, and reading—essential tools for success in higher education and beyond.

A Comprehensive Approach:

AVID's impact extends beyond its elective course, which serves approximately 150 students during the day. At Armstrong, AVID methods and strategies are integrated into all classes, benefiting every student on campus. This comprehensive approach ensures that all students benefit from the invaluable skills and approaches championed by the AVID program.

A Culture of College Readiness:

The dedication to college readiness and the AVID program has propelled Armstrong Middle School to be recognized as an AVID Site of Distinction. This accolade is a testament to Armstrong Middle School
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the unwavering commitment of our staff, students, and community in fostering an environment where every student is equipped with the tools to succeed in higher education and beyond.

Looking Ahead:

As Armstrong Middle School continues to uphold its legacy of excellence and community service, we remain steadfast in our commitment to nurturing students' academic growth, personal development, and college readiness. With a rich history and a forward-looking approach, we are excited to continue shaping the future of our students and contributing to the betterment of our community.

Demographic Breakdown

Hispanic- 59%
African American- 17%
White- 15%
Asian- 7%
Two or more- 2%

Gender
Male- 49%
Female- 51%

Special Populations

GT- 13%
ESL- 43%
ED- 81%
SPED- 17%
504- 10%

Staff and Parent Participation Information at Armstrong Middle School

At Armstrong Middle School, our commitment to fostering a nurturing and inclusive educational environment remains unwavering, thanks to our exceptional staff and engaged parent community. Our dedicated staff members continue to demonstrate their passion for education and their commitment to providing the best opportunities for our students.

Staff Excellence:

Our teaching professionals and support staff at Armstrong Middle School are not just educators, but mentors and role models dedicated to the growth and development of every student. With a focus on creating a positive and engaging learning experience for all students, our highly qualified team strives to ensure that every student has access to the best education possible. Many of our esteemed faculty members proudly hold advanced degrees, showcasing their continuous pursuit of knowledge and expertise in their respective fields.

Parent Partnership:

The Armstrong Parent-Teacher Association (PTA) plays a vital role in the success of our school community. By advocating for the well-being and education of every child, the PTA serves as a powerful voice that represents the collective interests of our students. Committed to being a resource for families and communities, the PTA collaborates with the school administration to address important matters such as student achievement, school safety, and other key initiatives.

The Armstrong PTA is dedicated to supporting our students through a variety of initiatives and fundraisers that take place throughout the school year. These efforts provide essential resources that enhance the educational experience for all students. Moreover, the PTA's involvement extends beyond fundraising, as its members contribute valuable insights and guidance to the school's administrative team, fostering a spirit of collaboration and shared responsibility.

Community Engagement:

The Armstrong PTA takes pride in supporting a range of events that celebrate our diverse school community. From the annual Red Ribbon Week promoting a drug-free lifestyle to the enlightening Career Day that exposes students to various professions, and the vibrant Hispanic Heritage Night that honors our cultural diversity, these events showcase the unity and enthusiasm of our students, parents, and staff.

Together, the staff and parent community at Armstrong Middle School form a cohesive partnership that prioritizes the holistic development and success of our students. By working hand in hand, we continue to build a learning environment where every individual is empowered to thrive and contribute positively to society.

Demographics Strengths

Armstrong Middle School takes pride in its vibrant and diverse student and staff community, fostering an environment that celebrates the uniqueness of each individual in a dynamic and inclusive manner. Our commitment to inclusivity allows us to create a tapestry of experiences that enrich the educational journey for everyone.

Diversity and Inclusion:

At Armstrong, our student and staff makeup reflects a beautiful tapestry of backgrounds, cultures, and perspectives. This diversity is not only acknowledged but celebrated, as we believe that embracing individual differences enhances our learning environment and prepares our students for a globalized world. We strive to create an atmosphere where every student feels valued, respected, and able to express themselves authentically.

Close-Knit Community:

With a more intimate campus setting, Armstrong Middle School offers a unique advantage in fostering strong connections between our staff and students. The smaller size of our school allows our dedicated educators to truly get to know each student on a personal level. This close interaction enables us to tailor our support to the unique needs and aspirations

of every individual, ensuring that each student is empowered to work towards their goals with confidence.

Personalized Support:

Our staff's commitment to personalized support is rooted in the belief that every student's journey is distinct. By cultivating meaningful relationships with our students, we are able to provide tailored guidance and mentorship that goes beyond academics. Whether it's academic challenges, personal growth, or extracurricular pursuits, our educators are dedicated to helping students navigate their path and unlock their full potential.

Celebrating Achievement:

At Armstrong Middle School, we celebrate the achievements of our students, both big and small. Our diverse community allows us to recognize accomplishments across various dimensions, from academic achievements to artistic talents, athletic feats, and acts of kindness. By acknowledging and honoring each student's successes, we inspire a culture of continuous growth and positivity.

Together, the combination of our diverse community and personalized support system creates a rich and engaging educational experience at Armstrong Middle School. We are committed to nurturing an environment where all students can flourish, building a strong foundation for their future endeavors.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The attendance rate of Armstrong Middle School students has shown a consistent decline over the past few years, as evidenced by a decrease from the average of 96.84% during 2018-2021 to 91.67% during the 2021-2022 academic year. While there has been some improvement to 92.64%, it remains notably below the pre-pandemic average. **Root Cause:** 1. During the 2022-23 school year, lingering COVID requirements kept students home in the first semester 2. There were a large number of students not consistently attending class during the school day.

Problem Statement 2: Within our school community, a significant population of students is characterized as long-term English Language Learners (ELLs) who have yet to transition out of English language support programs. This situation indicates a challenge in effectively supporting these students in acquiring language proficiency and meeting the criteria for exiting ELL programs. **Root Cause:** 1. Educational disruptions over the past few years have kept ELs from meeting exit criteria. 2. Ineffective practices preparing students for the TELPAS test 3. Lack of support for students not in the sheltered classrooms.

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:

	Reading			Math				Science	Social Studies
Campus	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

At Armstrong Middle School, our commitment to fostering an optimal learning environment extends to collaborative planning among teachers in all core content areas. This collaborative effort occurs regularly on campus and is facilitated through Professional Learning Communities (PLCs). Aligned with this commitment, the master schedule is thoughtfully designed to provide dedicated common planning periods for our teams to engage in PLCs. These collaborative sessions ensure the implementation of best instructional practices within the classroom and promote ongoing professional growth among our educators.

Recognizing the importance of character education, our campus remains dedicated to equipping students with strong character traits and values that contribute to their holistic growth. By incorporating character education into our educational framework, we aim to empower students with qualities such as integrity, empathy, and responsibility, thereby enhancing their overall development.

To address the evolving landscape of education, Plano ISD has equipped every Armstrong student with a Chromebook, catering to their technology needs. In alignment with this technological advancement, the district curriculum has been adapted to create increased opportunities for students to harness technology within the classroom, enhancing their learning experiences.

With a focus on meeting students' diverse needs, Armstrong Middle School has introduced an advisory period into the master schedule. This period allows students to access a range

of supportive opportunities. Leveraging AVID strategies, students enhance their learning organization. Our diverse range of clubs encourages students to explore their interests. Additionally, students in need of interventions receive targeted support during this period, ensuring they receive the necessary assistance without missing out on other engaging activities.

To offer students a head start on their academic journey, Armstrong provides an avenue for them to earn high school credit while in middle school. By successfully completing designated courses such as Spanish I and II, Gateway to Technology, Fundamentals of Computer Science, Algebra I, or Health, students can accumulate high school credits even before reaching the high school level.

The academic achievements of our students remain a testament to our dedication. During the 2022-2023 school year, the Algebra I STAAR EOC demonstrated our commitment to excellence, with a remarkable 100% passing rate among the students who took the assessment.

As Armstrong Middle School continues to evolve and innovate, we remain steadfast in our mission to provide an enriching educational experience that sets the stage for our students' lifelong success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR Reading scores at Armstrong are significantly below the district at all grade levels. **Root Cause:** Armstrong is a Title I campus with 80% low SES. 47% of the campus is made up of ESL students with the majority of those being long-term ELs.

Problem Statement 2 (Prioritized): 43% of 8th Grade students met the Approaches level on STAAR at Armstrong compared to 72% in the district. **Root Cause:** Armstrong has a large population of students who are operating at the approaches level. Many of these students are long-term ELs who are struggling with comprehension.

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: 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 6: The attendance rate of Armstrong Middle School students has shown a consistent decline over the past few years, as evidenced by a decrease from the average of 96.84% during 2018-2021 to 91.67% during the 2021-2022 academic year. While there has been some improvement to 92.64%, it remains notably below the pre-pandemic average. **Root Cause:** 1. During the 2022-23 school year, lingering COVID requirements kept students home in the first semester 2. There were a large number of students not consistently attending class during the school day.

School Processes & Programs

School Processes & Programs Summary

At Armstrong Middle School, the effective implementation of systems plays a pivotal role in fostering a positive and inclusive school culture. One such system is Positive Behavioral Interventions and Supports (PBIS), which forms the foundation of our approach. PBIS is facilitated through tangible means like Tiger Tickets, offering students a visual representation of their positive behaviors and contributions while reinforcing core values. Additionally, staff and community surveys contribute to the continuous refinement of PBIS, ensuring alignment with the needs and expectations of all stakeholders. Complementing this, our commitment to efficient systems is further demonstrated through the innovative use of E-Hall Pass. This technological solution streamlines student movement within the school, enhancing safety and accountability. Moreover, our dedication to student success is bolstered by the strategic use of Review 360 and Multi-Tiered System of Supports (MTSS). Review 360 enables us to proactively address behavior concerns, while MTSS allows us to systematically provide targeted interventions and support for students' academic, behavioral, and social-emotional needs. Our approach also includes the incorporation of Professional Learning Communities (PLCs) as a system, fostering collaboration among teachers to share best practices, discuss student progress, and collectively enhance instructional strategies. Furthermore, our commitment to using the Marzano High-Reliability Schools (HRS) framework ensures that robust systems are in place to enhance safety, learning, and continuous improvement. Together, the implementation of these comprehensive systems creates an environment where positive behaviors are celebrated, students are empowered to excel academically and socially, and the entire school community thrives.

School Processes & Programs Strengths

At Armstrong Middle School, the effective implementation of systems plays a pivotal role in fostering a positive and inclusive school culture. One such system is Positive Behavioral Interventions and Supports (PBIS), which forms the foundation of our approach. PBIS is facilitated through tangible means like Tiger Tickets, offering students a visual representation of their positive behaviors and contributions while reinforcing core values. Additionally, staff and community surveys contribute to the continuous refinement of PBIS, ensuring alignment with the needs and expectations of all stakeholders. Complementing this, our commitment to efficient systems is further demonstrated through the innovative use of E-Hall Pass. This technological solution streamlines student movement within the school, enhancing safety and accountability. Moreover, our dedication to student success is bolstered by the strategic use of Review 360 and Multi-Tiered System of Supports (MTSS). Review 360 enables us to proactively address behavior concerns, while MTSS allows us to systematically provide targeted interventions and support for students' academic, behavioral, and social-emotional needs. Together, the implementation of these comprehensive systems creates an environment where positive behaviors are celebrated, students are empowered to excel academically and socially, and the entire school community thrives.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student management was not successful in managing the incidents on campus and keeping students in class. **Root Cause:** There was not a viable campus-wide student management plan to address student behavior.

Problem Statement 2: Student attendance procedures were not successful in addressing tardies and skipping. **Root Cause:** Student management procedures were not implemented with fidelity to address student truancy.

Problem Statement 3: The attendance rate of Armstrong Middle School students has shown a consistent decline over the past few years, as evidenced by a decrease from the average of 96.84% during 2018-2021 to 91.67% during the 2021-2022 academic year. While there has been some improvement to 92.64%, it remains notably below the pre-pandemic average. **Root Cause:** 1. During the 2022-23 school year, lingering COVID requirements kept students home in the first semester 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: Armstrong is a Title I campus with 80% low SES. 47% of the campus is made up of ESL students with the majority of those being long-term ELs.

Problem Statement 1 Areas: Student Learning

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: Armstrong has a large population of students who are operating at the approaches level. Many of these students are long-term ELs who are struggling with comprehension.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: AMS faculty, staff, students, and families differ in their perceptions that their school is safe.

Root Cause 3: The proportion of discipline related incidents

Problem Statement 3 Areas: Perceptions

Problem Statement 4: There is a lack of community engagement with the campus.

Root Cause 4: The campus does not provide enough outreach to bring the community into the school.

Problem Statement 4 Areas: Perceptions

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

Revised/Approved: September 7, 2023

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

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1.9 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 baseline to 2024.

1.10 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 from 2022 baseline to 2024.

Performance Objective 1: 6-8 READING LANGUAGE ARTS





The percentage of 6th-grade students that score at the Meets grade level or above on STAAR Reading will increase from 35% in 2022 to 36% by June 2024. The Special Education student group performance will increase from 26% in 2022 to 32% by June 2024. The Economically Disadvantaged student group performance will increase from 33% in 2022 to 37% by 2024.

The percentage of 7th-grade students that score at the Meets grade level or above on STAAR Reading will increase from 45% in 2022 to 46% by June 2024. The Special Education student group performance will increase from 25% in 2022 to 31% by June 2024. The Economically Disadvantaged student group

performance will increase from 45% in 2022 to 46% by 2024.

The percentage of 8th-grade students that score at the Meets grade level or above on STAAR Reading will increase from 47% in 2022 to 48% by June 2024. The Special Education student group performance will increase from 16% in 2022 to 22% by June 2024. The Economically Disadvantaged student group performance will increase from 41% in 2022 to 45% by 2024.

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details	Reviews		
Strategy 1: Students who did not pass STAAR for the 2022-2023 school year have been placed in an additional reading class or I&E for interventions in 7th and 8th grade. In 6th grade, students will be attending regular interventions before or after school. Strategy's Expected Result/Impact: An increase in Winter Map scores and a corresponding growth on STAAR. Staff Responsible for Monitoring: Admin/Title I/RLA Department	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Based on Fall and Winter MAP scores, students will be assigned to intervention groups that will be held after school and/or on weekends to provide supplemental increases in student performance prior to the STAAR administration. Strategy's Expected Result/Impact: Increase in student performance for students who did not make adequate growth from Fall to Winter. Staff Responsible for Monitoring: ELAR teachers, Title I Staff, and administrators. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

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1.10 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 from 2022 baseline to 2024.

Performance Objective 2: 6-8 MATHEMATICS

The percentage of 6th-grade students that score at the Meets grade level or above on STAAR Math will increase from 26% in 2022 to 29% by June 2024. The Special Education student group performance will increase from 16% in 2022 to 22% by June 2024. The Economically Disadvantaged student group performance will increase from 26% in 2022 to 31% by 2024.

The percentage of 7th-grade students that score at the Meets grade level or above on STAAR Math will increase from 25% in 2022 to 28% by June 2024. The Special Education student group performance will increase from 26% in 2022 to 32% by June 2024. The Economically Disadvantaged student group performance will increase from 25% in 2022 to 30% by 2024.

The percentage of 8th-grade students that score at the Meets grade level or above on STAAR Math will increase from 45% in 2022 to 48% by June 2024. The Special Education student group performance will increase from 12% in 2022 to 18% by June 2024. The Economically Disadvantaged student group performance will increase from 45% in 2022 to 50% by 2024.

Strategy 1 Details	Reviews		
Strategy 1: Students who did not pass STAAR for the 2022-2023 school year have been placed in an additional math class or I&E for interventions in all grades. Strategy's Expected Result/Impact: An increase in Winter Map scores and a corresponding growth on STAAR. Staff Responsible for Monitoring: Admin/Title I/Math Dept.	Formative		Summative
	Nov	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.





1.9 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 baseline to 2024.

1.10 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 from 2022 baseline to 2024.

Performance Objective 3: 6-8 SCIENCE

The percentage of 8th-grade students that score at the Meets grade level or above on STAAR Science will increase from 40% in 2022 to 41% by June 2024. The Special Education student group performance will increase from 13% in 2022 to 19% by June 2024. The Economically Disadvantaged student group performance will increase from 32% in 2022 to 36% by 2024.

Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details		Reviews		
Strategy 1: Students who did not pass science in 5th grade will be required to attend interventions before or after school. Students who show low performance on science MAP will receive class interventions. Strategy's Expected Result/Impact: An increase in Winter Map scores and a corresponding growth on STAAR. Staff Responsible for Monitoring: Admin/Title I/Science Dept.		Formative		Summative
		Nov	Feb	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.





1.9 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 baseline to 2024.

1.10 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 from 2022 baseline to 2024.

Performance Objective 4: 6-8 SOCIAL STUDIES

The percentage of students that score at the Meets grade level or above on STAAR Grade 8 Social Studies will increase from 14% in 2022 to 17% by June 2024. The Special Education student group performance will increase from 16% in 2022 to 22% by June 2024. The Economically Disadvantaged student group performance will increase from 10% in 2022 to 15% by 2024.

Evaluation Data Sources: 2024 Eighth Grade STAAR Social Studies

Strategy 1 Details		Reviews		
Strategy 1: The social students department has identified specific high-frequency TEKS to prioritize instruction. These TEKS are being tracked through PMAs and other formative assessments to identify campus needs. Based on the data, students will receive specific spiraling and reteach opportunities throughout the year. Strategy's Expected Result/Impact: An increase in student achievement on STAAR. Staff Responsible for Monitoring: Admin/Social Studies Dept.		Formative		Summative
		Nov	Feb	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.

Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students.

DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.

Performance Objective 1: MAP SAT BENCHMARKS (8th Grade)

The percentage of 8th grade students who meet the CCR Standard on MAP Reading will increase from 13% in 2023 to 68% by 2024.

Evaluation Data Sources: Spring MAP Reports

Strategy 1 Details		Reviews		
Strategy 1: Our strategy for enhancing college and career readiness is centered around collaboration with AVID teachers and analysis of MAP (Measures of Academic Progress) data. By partnering with AVID teachers, we identify students who could benefit from targeted support to excel in advanced courses. Concurrently, we utilize insights from MAP data to pinpoint students showcasing strong critical thinking skills, enabling personalized outreach and guidance. This comprehensive approach empowers students with the essential skills and tools needed to thrive in higher education and future career pursuits. Strategy's Expected Result/Impact: Increase in the number of students entering courses of rigor on campus. Staff Responsible for Monitoring: Counselors, teachers, and administration		Formative		Summative
		Nov	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.

Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.





Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 1: The all student and individual student group attendance rates will be maintained at 96% or higher.

Strategy 1 Details	Reviews		
Strategy 1: Armstrong will use the eHallpass system to increase student in-class time. Strategy's Expected Result/Impact: The use of the digital pass system will increase student in-class time and increase the consistency of pass use across campus. Staff Responsible for Monitoring: Administration, Title I, and counselors. Funding Sources: - 211 Title I, Part A - \$2,000	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Campus administration will employ a multipronged approach using MTSS and the Plano Attendance Review Board (PARB) to increase student attendance. Strategy's Expected Result/Impact: Improve student attendance. Staff Responsible for Monitoring: Administration, Academic Specialist and Counselors.	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 2: The district and campuses will incorporate behavior management strategies to reduce the number of discipline placements and maintain a disproportionality risk ratio of 2.0 or lower in each student group.

Strategy 1 Details		Reviews		
Strategy 1: Armstrong will use strong academic support and the CharacterStrong program to work with students to improve student management. Strategy's Expected Result/Impact: A reduction in student incidents and suspensions. Staff Responsible for Monitoring: Administration.		Formative		Summative
		Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 3: The district and campuses will reduce the number of drug incidents (PEIMS Codes 04 & 36) and alcohol (PEIMS Code 05) incidents by 10% based on 2022-23 baseline.

Strategy 1 Details		Reviews		
Strategy 1: The administration will complete 100% of the required threat assessments. Strategy's Expected Result/Impact: The administration will complete 100% of the required threat assessments. Staff Responsible for Monitoring: Admin		Formative		Summative
		Nov	Feb	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 4: The district will reduce the number of bullying (PEIMS Code 61) incidents by 10% based on the 2022-23 baseline. Each campus will reduce the number of incidents by 10% or at least 1 incident based on their 22-23 baseline.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 5: All incidents requiring a threat assessment will be completed per District policy.

Strategy 1 Details		Reviews		
Strategy 1: Armstrong will conduct all required threat assessments. Strategy's Expected Result/Impact: 100% completion of threat assessments. Staff Responsible for Monitoring: Administration		Formative		Summative
		Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 6: Armstrong will increase communication with parents and the community through more methods and languages to increase parent engagement.

Strategy 1 Details		Reviews		
Strategy 1: Armstrong will purchase Talking Point to increase the number languages and ease of communicating with parents. Strategy's Expected Result/Impact: Increased parent and teacher communication. Staff Responsible for Monitoring: Admin/Title I/Counselors Funding Sources: - 211 Title I, Part A - \$3,500		Formative		Summative
		Nov	Feb	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences.

Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.

Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students.

DIP - 5.4 Federal and State Mandates

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
4	1	1			\$2,000.00
4	6	1			\$3,500.00
Sub-Total					\$5,500.00
Budgeted Fund Source Amount					\$317,520.00
+/- Difference					\$312,020.00
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					\$5,500.00
+/- Difference					\$348,497.00

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
2022 # of Students	32	118	25	0	10	0	31	126	5	104	132	59	191
2022	31	29	52		40		26	33	60	27	37	31	35
2023	33	31	53		41		29	35	61	29	38	32	36
2024	35	33	53		41		32	37	61	31	38	34	36
2025	37	35	54		42		36	39	62	34	39	36	37
2026	41	39	56		44		42	43	64	38	41	39	39
2027	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
2022 # of Students	25	112	20	0	5	0	28	112	5	90	127	37	164
2022	44	39	75		80		25	39	40	33	46	43	45
2023	46	41	76		81		28	41	41	35	47	44	46
2024	48	43	76		81		31	43	41	37	47	46	46
2025	50	45	77		82		35	45	42	40	48	48	47
2026	54	49	79		84		41	49	44	44	50	51	49
2027	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
2022 # of Students	26	139	27	0	4	0	31	127	7	99	151	50	201
2022	54	43	56		50		16	41	43	35	50	38	47
2023	56	45	57		51		19	43	44	37	51	39	48
2024	58	47	57		51		22	45	44	39	51	41	48
2025	60	49	58		52		26	47	45	42	52	43	49
2026	64	53	60		54		32	51	47	46	54	46	51
2027	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
2022 # of Students	83	369	72	0	19	0	90	365	17	293	410	146	556
2022	42	37	60		53		22	38	47	32	45	36	42
2023	44	39	61		54		25	40	48	34	46	37	43
2024	46	41	61		54		28	42	48	36	46	39	43
2025	48	43	62		55		32	44	49	39	47	41	44
2026	52	47	64		57		38	48	51	43	49	44	46
2027	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
2022 # of Students	32	118	24	0	10	0	31	126	5	104	132	58	190
2022	25	23	29		30		16	26	60	20	29	19	26
2023	28	25	30		31		19	28	61	22	30	21	27
2024	31	28	32		33		22	31	63	24	32	23	29
2025	34	32	34		35		26	35	65	27	34	26	31
2026	40	36	36		37		31	39	67	31	36	30	33
2027	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
2022 # of Students	22	82	13	0	3	0	27	84	4	69	88	34	122
2022	23	22	46		67		26	25	0	25	25	26	25
2023	26	24	47		68		29	27	1	27	26	28	26
2024	29	27	49		70		32	30	3	29	28	30	28
2025	32	31	51		72		36	34	5	32	30	33	30
2026	38	35	53		74		41	38	7	36	32	37	32
2027	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
2022 # of Students	29	168	35	0	6	0	32	154	8	119	189	54	243
2022	38	43	54		67		12	45	38	34	48	35	45
2023	41	45	55		68		15	47	39	36	49	37	46
2024	44	48	57		70		18	50	41	38	51	39	48
2025	47	52	59		72		22	54	43	41	53	42	50
2026	53	56	61		74		27	58	45	45	55	46	52
2027	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
2022 # of Students	83	368	72	0	19	0	90	364	17	292	409	146	555
2022	29	32	44		47		18	34	35	27	37	27	34
2023	32	34	45		48		21	36	36	29	38	29	35
2024	35	37	47		50		24	39	38	31	40	31	37
2025	38	41	49		52		28	43	40	34	42	34	39
2026	44	45	51		54		33	47	42	38	44	38	41
2027	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
2022 # of Students	27	139	27	0	4	0	31	128	7	99	151	51	202
2022	26	40	56		25		13	32	43	34	46	24	40
2023	28	42	57		26		16	34	44	36	47	25	41
2024	31	44	57		26		19	36	44	39	47	27	41
2025	34	46	58		27		23	39	45	42	48	29	42
2026	38	50	60		29		28	43	47	46	50	32	44
2027	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
2022 # of Students	27	139	27	0	4	0	31	128	7	99	151	51	202
2022	22	12	15		0		16	10	14	7	13	16	14
2023	24	14	16		1		19	12	15	10	14	18	15
2024	27	17	18		3		22	15	17	13	16	20	17
2025	31	21	20		5		26	19	19	16	18	23	19
2026	36	26	22		7		31	24	21	22	20	27	21
2027	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	Bullying Staff Prevention <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations Staff Education <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 Staff Intervention <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies Student Prevention <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas Student Education <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line Student Intervention <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, District Coordinator K-12 Health and Physical Education, District Health Services	<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. Campus Wellness Plan • 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. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. • 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, Human Resources	<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, Executive Director for Student and Family Services	<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 		

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