Plano Independent School District

Robinson Middle School

2026-2027 Campus Improvement Plan

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Mission Statement

At Robinson Middle School we challenge students to grow personally and academically by setting high expectations while meeting every child’s needs.

Vision

Creating a community of future-ready, lifelong learners.

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Comprehensive Needs Assessment

Demographics

Summary

6 weeks (Nov-Dec)Robinson Demographics–

Asian: 40.32 %	White: 26.61 %	Hispanic: 16.09 %
African. Am.: 10.63 %	Two or More: 5.76 %	American Ind.: 0.60 %

Demographics of At Risk students are approximately (42.7% of campus is At Risk, cumulative attendance rate is 90%)

Asian: 33.26%	White: 26.74%	Hispanic: 20.47%
African. Am.: 13.26%	Two or More: 5.58%	American Ind.: .7%

74.69% of At Risk students received a discipline referral

African American and African American SPED student groups were significantly disproportionate in discipline referrals compared to other groups.

African American student attendance rate was 94.9% and two or more races was 93.8%which lowered our overall percentage. Our at risk student attendance rate was 90%.

Overall attendance in all student groups dropped to 94.4% in the 3rd six weeks.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	79.4% of all discipline referrals involved At Risk students.	At-risk students experience challenges with academic, behavioral, and social behaviors due to unmet needs and inconsistent home lives which are furthered by reactive rather than proactive instructional strategies.
2 ★	At Risk Students cumulative attendance was 90% which is the lowest student group percentage.	Without strong home support or meaningful connections to school staff and programs, students often fail to see the value of their education, leading to academic struggles and a pervasive belief that they are too far behind to succeed.
3	Overall campus attendance dropped to 94.9% in the third 6 weeks and averaged 95.7% for the remainder of the school year.	

★ = Priority

Student Learning

Summary

In Reading and Math 6th grade scores decreased. This grade level needs more interventions to be successful.

7th and 8th grade Math, Reading, & SS is growing, but the growth is small. Differentiated small group instruction would be beneficial to increase scores. A spiraling review curriculum could also help in 6th & 7th SS.

Growth in Science could have been due to a new strong curriculum and a consistent foundation taught in 6th and 7th grade. In addition, 8th grade did more review stations weekly.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	In 8th grade English Quintiles 1 and 5 are below 100% growth.	Lack of collaborative team planning of differentiation strategies in PLCs which leads to unskilled or inexperienced teachers struggling to effectively differentiate for quintile 5.
2 ★	In 6th, 7th and 8th grade math quintile 5 is below 100% growth.	Teachers lack confidence and/or skills in how to differentiate for student needs.
3 ★	Economically disadvantaged students stayed the same or declined on the MAP Math and Reading on-track (CCR ready/SAT) as the year progresses.	Economically disadvantaged students may have inconsistent access to academic support, resources, and learning opportunities outside of school, making it more difficult to address foundational math gaps and keep pace with increasingly rigorous grade-level instruction throughout the year.

★ = Priority

School Processes & Programs

Summary

Academic intervention systems as currently structured aren't effectively helping our quintile 5 students. The way that House Bill hours are achieved via the computer program aren't effective and those students are continuing to not meet standard on STAAR.

We limited our focus for professional development to two main areas: depth and complexity and SIOP strategies.

Event though we were working on it, campus processes for MTSS were lacking clarity at the beginning of the year and took awhile to begin to coalesce.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	The MTSS process lacked clarity on procedures and responsibilities.	
2	Lack of planning and implementation of specific interventions for quintile 1 students.	

★ = Priority

Perceptions

Summary

It’s not that admin isn’t asking for input it’s that teachers aren’t hearing back from admin on how that feedback was taken/implemented.

Electives blindspot for asking for input because they don’t have daily PLC’s.

Safety perception is a high leading indicator.

Teachers and administrators have different views on how clear the instructional vision for campus is.

Teachers want more opportunities for job-embedded professional growth and to observe and discuss effective teaching. Teachers want more feedback and coaching.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	There is significant disagreement on HRS 1.3 ("Teachers have formal roles in the decision-making process regarding school").	
2	Teachers want more feedback and coaching to grow pedagogically.	

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	In 8th grade English Quintiles 1 and 5 are below 100% growth.	Lack of collaborative team planning of differentiation strategies in PLCs which leads to unskilled or inexperienced teachers struggling to effectively differentiate for quintile 5.
2 ★	In 6th, 7th and 8th grade math quintile 5 is below 100% growth.	Teachers lack confidence and/or skills in how to differentiate for student needs.
3 ★	Economically disadvantaged students stayed the same or declined on the MAP Math and Reading on-track (CCR ready/SAT) as the year progresses.	Economically disadvantaged students may have inconsistent access to academic support, resources, and learning opportunities outside of school, making it more difficult to address foundational math gaps and keep pace with increasingly rigorous grade-level instruction throughout the year.
4 ★	79.4% of all discipline referrals involved At Risk students.	At-risk students experience challenges with academic, behavioral, and social behaviors due to unmet needs and inconsistent home lives which are furthered by reactive rather than proactive instructional strategies.
5 ★	At Risk Students cumulative attendance was 90% which is the lowest student group percentage.	Without strong home support or meaningful connections to school staff and programs, students often fail to see the value of their education, leading to academic struggles and a pervasive belief that they are too far behind to succeed.

★ = Priority

Priorities

Priority 1

Pillar 1: Teaching & 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.

Strategic Plan Objective #1.2 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.

Goal 1

Reading Goal: Robinson students will achieve 84% meets or above on Reading STAAR by the end of the 2026-2027 school year.

Performance Target: 84% meets or above on Reading STAAR.
HB1416 Students need to show 50% improvement.

Expected Result: Through data analysis and differentiated instruction, we will meet all students' needs and ensure that students make a year's worth of growth and that the students are on the grade level.

Strategy 1

PD for research based strategies (SIOP, AVID, Depth and Complexity, differentiation and small groups) for each department.

Staff Responsible for Monitoring: Admin, leadership team, department heads

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Strategy 2

In PLCs teachers will use assessment data to plan and strategically select specific research based strategies (SIOP, AVID, Depth and Complexity, differentiation and small groups) to ensure students at all quintile levels (1-5) are growing. The strategies will be written in the PLC lesson plans.

Staff Responsible for Monitoring: Department heads, admin

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Strategy 3

Monthly PLC data checks- teachers will use data trackers to monitor individual student progress, including HB 1416 and economically disadvantaged students on their roster.

Staff Responsible for Monitoring: Admin, department heads

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	In 8th grade English Quintiles 1 and 5 are below 100% growth.	Lack of collaborative team planning of differentiation strategies in PLCs which leads to unskilled or inexperienced teachers struggling to effectively differentiate for quintile 5.

Goal 2

Math Goal: Robinson students will achieve 77% meets or above on Math STAAR and Algebra I EOC by the end of the 2026-2027 school year.

Performance Target: 77% meets or above on Math STAAR and Algebra I EOC.
HB1416 Students need to show 50% improvement.

Expected Result: Through data analysis and differentiated instruction, we will meet all students' needs and ensure that students make a year's worth of growth and that the students are on the grade level.

Strategy 1

PD for research based strategies (SIOP, AVID, Depth and Complexity, differentiation and small groups) for each department.

Staff Responsible for Monitoring: Admin, leadership team and department heads

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Strategy 2

In PLCs teachers will use assessment data to plan and strategically select specific research based strategies (SIOP, AVID, Depth and Complexity, differentiation and small groups) to ensure students at all quintile levels (1-5) are growing. Once per week targeted support and enrichment plans and the research based strategies will be written in the PLC lesson plans.

Staff Responsible for Monitoring: Admin, department head

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Strategy 3

Monthly PLC data checks- teachers will use data trackers to monitor individual student progress, including HB 1416 and economically disadvantaged students on their roster.

Staff Responsible for Monitoring: Admin, department heads

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	In 6th, 7th and 8th grade math quintile 5 is below 100% growth.	Teachers lack confidence and/or skills in how to differentiate for student needs.

Priority 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 Objective #2.3 Increase access and opportunities for students to achieve Career, College and Military Readiness (CCMR) status (Pre-K through 12th grade system).

Goal 1

CCMR Goal: Every student group will progress in their SAT Projection from Reading and Math MAP in 2026-2027 school year.

Performance Target: Economically disadvantaged students will show growth from Fall to Spring MAP in their SAT projection.

Expected Result: Every student group, including economically disadvantaged students, through goal setting and mindset training will show their best on MAP and increase scores.

Strategy 1

Clear MTSS protocols and processes with assigned roles and responsibilities to identify and support academically or behaviorally struggling students.

Staff Responsible for Monitoring: Admin, Student Support Liaison

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Strategy 2

Intentional Master schedule intervention options for students (Power Reading and Math) to close the gaps.

Staff Responsible for Monitoring: Master scheduler

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Strategy 3

Growth Mindset lessons and goal setting through Future Ready classes, Razorback Time and counseling lessons to teach students to persevere.

Staff Responsible for Monitoring: Admin, lead counselor, PALs coordinator

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Economically disadvantaged students stayed the same or declined on the MAP Math and Reading on-track (CCR ready/ SAT) as the year progresses.	Economically disadvantaged students may have inconsistent access to academic support, resources, and learning opportunities outside of school, making it more difficult to address foundational math gaps and keep pace with increasingly rigorous grade-level instruction throughout the year.

Priority 3

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 Objective #4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Goal 1

Behavior Goal: By the end of the 2026-2027 school year, Robinson MS staff will implement strategies and practices to reduce the percentage of all discipline referrals involving At Risk students to 68%.

Performance Target: The percentage of all discipline referrals involving At Risk students will decrease from 79.4 to 68%.

Expected Result: By implementing PBIS concepts and targeted interventions, the individual student, overall student behavior and consequently school culture will improve. The number of students with multiple repeated office referrals will decrease.

Strategy 1

Counseling small groups or check-ins with identified students.

Staff Responsible for Monitoring: Counselors, lead counselor

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Strategy 2

Clear MTSS protocols and processes with assigned roles and responsibilities (Grade Level Meetings, Parent Contacts and Conferences, SSPs) to identify and support struggling students.

Staff Responsible for Monitoring: Grade level team leads, student support liaison

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Strategy 3

Schoolwide PBIS implementation (teaching expectations to students and staff, the Robinson Way, student recognition ceremonies, etc.)

Staff Responsible for Monitoring: PBIS chair, PBIS committee

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	79.4% of all discipline referrals involved At Risk students.	At-risk students experience challenges with academic, behavioral, and social behaviors due to unmet needs and inconsistent home lives which are furthered by reactive rather than proactive instructional strategies.

Goal 2

Attendance Goal: By the end of the 2026-2027 school year, Robinson MS students will have an overall attendance rate of 96% or higher.

Performance Target: Reach overall attendance of at least 96%.

Expected Result: Improve attendance rate for certain student groups for every 6 weeks by strengthening campus systems.

Strategy 1

Review and refine campus attendance procedures.

Staff Responsible for Monitoring: Admin

Problem Statements: Demographics 2

Formative Reviews

November	February	June

Strategy 2

Teach and explain attendance rules, expectations and consequences to students and families (parent newsletter, social media, lessons, etc.)

Staff Responsible for Monitoring: Admin, PBIS chair, PR Liaison

Problem Statements: Demographics 2

Formative Reviews

November	February	June

Strategy 3

Clear MTSS protocols and processes with assigned roles and responsibilities (grade level meetings, ABC team meetings, interventions, such as FNA, etc.) to identify and support struggling students.

Staff Responsible for Monitoring: Admin, ABC team, grade level team leads, Student Support Liaison

Problem Statements: Demographics 2

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	At Risk Students cumulative attendance was 90% which is the lowest student group percentage.	Without strong home support or meaningful connections to school staff and programs, students often fail to see the value of their education, leading to academic struggles and a pervasive belief that they are too far behind to succeed.