# Plano Independent School District

# Rice Middle School

# 2026-2027 Campus Improvement Plan

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# Mission Statement

Empowering one another to embrace learning and personal well-being.

# Vision

A community of academic and emotional growth.

# Value Statement

We use best practices in all aspects of our school community.

We strive for continuous professional growth.

We instill respect, responsibility, and independence.

We function as a collaborative learning environment.

We celebrate success.

We foster positive relationships.

We think critically and focus on solutions.

We maintain a safe, inclusive, and supportive school community.

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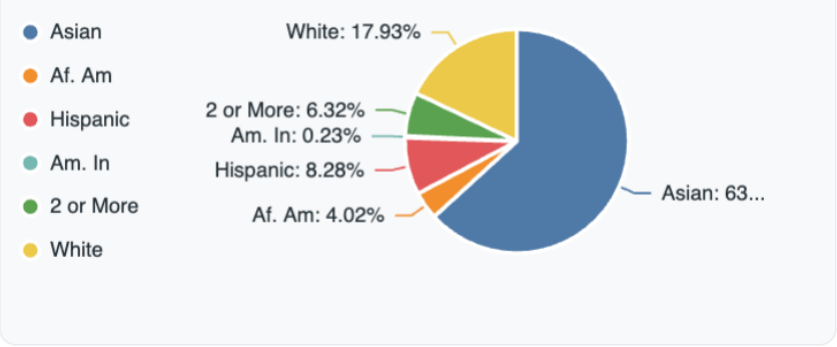
# Comprehensive Needs Assessment

# Demographics

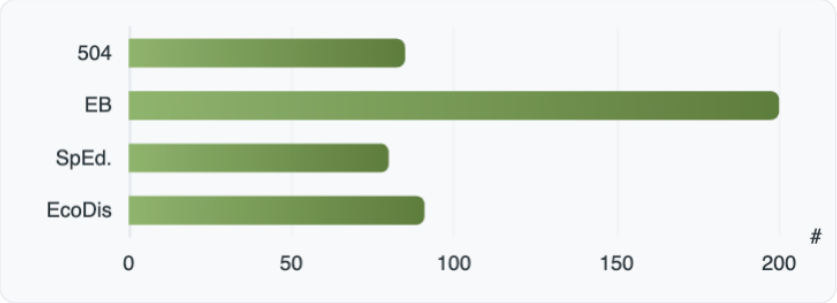
## Summary

**Enrollment** 870 Students

**Ethnicity**




**Demographics**



## Behavior and Attendance

What key takeaways did your group have related to the behavior questions in the CNA?

- Only 10 out-of-school suspensions over the course of the school year

Are there any risk ratios above the targeted limits or close to the targeted limits? If so, why?

- N/A

What do you notice about discipline by student groups? Are there any disproportionalities?

- Most of our discipline issues come from our African American and White population.
- An overwhelming 80% of our discipline issues occur with our male population.

Are there any concerns with the number of hate-related incidents? Are there specific groups of students that may be targeted with hate-related speech or actions?

- The misbehaviors of our 6th and 8th grade students significantly outweigh the offenses of our 7th grade students.

What do you notice about attendance trends?

- We have the highest attendance in the district, overall and per class period.

Attendance is reported to the state every six weeks. Which six weeks is attendance the lowest? The highest?

- Lowest - 3rd (96%), 4th (96.2%), and 6th (96.4%) 6-week period
- Highest - 1st (98%) 6-week period

| Ethnicity | Gender | Gifted & Talented |
|---|---|---|
| • Asian - 53.26%<br>• White - 17.75%<br>• Hispanic - 14.78%<br>• African American - 8.16%<br>• Two or More - 5.76%<br>• American Indian - 0.29% | • Male - 52.24%<br>• Female - 47.76% | • No - 56.72%<br>• Yes - 4%3.28 |

# Problem Statements Identifying Demographics Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Emergent Bilingual and Special Education students performed below the overall campus in reading and mathematics, particularly in achieving the Meets Grade Level performance standard. | Classroom instruction tends to be teacher-led or reliant on silent work, leaving EB and SpEd students with too few opportunities to speak, process, and write using subject-specific vocabulary. |
| 2 ★ | African American discipline was 12.2% of the incidents while they are 8% of our school population. | Students were not following expectations and a few individuals accounted for the a large amount of the incidents. |

★ = Priority

# Student Learning

## Summary

### Math
(Summarize from your CNA)

**h grade:** *Quintile 4 no growth*; Qu intile 5 grew; 1, 2, 3 maintained
**h grade:** Quintiles 1-4 grew; *Quin le 5 dropped from above 120% to below 100%*
**th grade:** Quintiles 2, 3, 4 stayed elow; *Quintile 1 dropped*; Quintile 5 stayed above
Algebra: all stayed above 120%

**h Grade Math MAP-STAAR:** App roaches stayed same; *Meets ropped* from Projection to Actual; *asters dropped* from Projection to Actual
**7th Grade Math MAP-STAAR**: proaches dropped from projected to Actual; Meets dropped from Projection to Actual; Masters opped from Projection to Actual ( *ALL dropped from Projected to Actual*)
**h Grade Math MAP-STAAR:** App roaches grew from Projection to ctual; Meets grew from Projection Actual; *Masters small drop* from Projection to Actual
Algebra: All students Meets or Masters

**AP Growth:** *6th grade grew less han projected*; 7th and 8th grade grew at or more than projected

**Focus:** Quintile 4 6th graders; uintile 5 7th graders; Maintenance nd Enrichment for all 8th graders

### Reading
(Summarize from your CNA)

**Quintiles**

- **6th Grade** - No change in growth for Q 1,4, in Below 100%; No Change in growth for Q 2,3,5 in above 120%
- **7th Grade** - Q 1, 5 stayed the same in below 100%; Q 2, 4 moved from below 100% to above 120%; Q3 stayed in above 120%
- **8th Grade** - Q1 moved from below 100% to at or above 100%, Q4 moved from below 100% to above 120%; Q 2,3,5 Stayed in above 120%

**MAP-STAAR**

- **6th Grade:** Approaches stayed the same; Meets increased from projected; Masters significantly increased from Projected to Actual.
- **7th Grade:** Approaches increased from Projected to Actual; Meets increased from Projected to Actual; Masters increased from Projected to Actual
- **8th Grade:** Approaches increased from Projected to Actual; Meets increased from Projected to Actual; Masters increased from Projected to Actual

### Science Observations
(Summarize from your CNA)

he 8th grade STAAR results were significantly higher across all erformance levels than the MAP projections made in Fall, Winter, and Spring.

### Social Studies Observations
(Summarize from your CNA)

**The 8th grade STAAR results stayed the same with a 92% passing rate; however, the Meets and Masters levels fell slightly from 2025 to 2026.**

**Approaches**
**2026 STAAR - 92.5%**

| | |
|---|---|
| Student performance on STAAR proved as compared to last year's performance.<br><br>tudents' projected growth in MAP s lower in spring as compared to fall and winter across all performance levels.<br><br>**Approaches-**<br>ojection - Spring - 88.5%, Winter- 95.1%, Fall - 94.4%<br>2026 STAAR - 97.6%<br>2025 STAAR - 96%<br><br>**Meets-**<br>ojection - Spring - 73.1%, Winter- 82.2%, Fall - 75.3%<br>2026 STAAR - 90.4%<br>2025 STAAR - 90%<br><br>**Mastered-**<br>ojection - Spring - 42.3%, Winter- 54.2%, Fall - 43.9%<br>2026 STAAR - 68.6%<br>2025 STAAR - 50%<br><br>6th Grade can use strategies to improve Quintile 5 growth. | **2025 STAAR - 92%**<br><br>**<u>Meets</u>**<br>**2026 STAAR - 69.6%**<br>**2025 STAAR - 73%**<br><br>**<u>Masters</u>**<br>**2026 STAAR - 48.5%**<br>**2025 STAAR - 50.7%**<br><br>**Given that our Meets and Masters results fell slightly for the 2026 school year, we will want to try to identify possible causes and make instructional adjustments during the 2027 school year.** |

## Math

(Summarize from your CNA)

**h grade:** *Quintile 4 no growth*; Qu intile 5 grew; 1, 2, 3 maintained

**h grade:** Quintiles 1-4 grew; *Quin le 5 dropped from above 120% to below 100%*

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**AP Growth:** *6th grade grew less han projected*; 7th and 8th grade grew at or more than projected

**Focus:** Quintile 4 6th graders; uintile 5 7th graders; Maintenance nd Enrichment for all 8th graders

## Reading

(Summarize from your CNA)

### Quintiles

- **6th Grade** - No change in growth for Q 1,4, in Below 100%; No Change in growth for Q 2,3,5 in above 120%
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- **8th Grade** - Q1 moved from below 100% to at or above 100%, Q4 moved from below 100% to above 120%; Q 2,3,5 Stayed in above 120%

### MAP-STAAR

- **6th Grade:** Approaches stayed the same; Meets increased from projected; Masters significantly increased from Projected to Actual.
- **7th Grade:** Approaches increased from Projected to Actual; Meets increased from Projected to Actual; Masters increased from Projected to Actual
- **8th Grade:** Approaches increased from Projected to Actual; Meets increased from Projected to Actual; Masters increased from Projected to Actual

## CCMR

w do students perform on nationally-ormed exams compared to their state d national peers? (MAP, PSAT, SAT)

/hat do you notice about the specific subgroup performance on various ationally-normed tests? (MAP, PSAT, SAT)

ow many of your students meet “On Track to CCR” as outlined by Plano D? (predicted to perform at meets or asters level) What about your various udent populations including Bilingual and Special Education students?

ow are students progressing through CTE programs of study and aligned

From the HRS survey: Survey results show that our community, students, and staff believe the district does a strong job of recognizing and responding to individual student needs. Responses were consistently positive across all groups, reflecting confidence that students receive the support they need to be successful both academically and socially.

From the HRS survey: Survey results indicate that parents perceive classrooms as well-managed and organized, creating a positive learning environment. These positive perceptions align with strong confidence in student learning and achievement, suggesting that effective classroom management supports student success.

Survey results show that parents have positive perceptions of the district's ability to build strong literacy and numeracy skills while preparing students for future success. Responses were consistently favorable across these areas.

| | |
|---|---|
| IBCs?<br><br>To what extent do our students meet the state's CCMR metrics? What do you notice about the various pathways to CCMR?<br><br>What strengths and weaknesses does our CCMR data reveal?<br><br>What gaps exist in our CCMR data? | |

**Math:** While Quintiles 1,2,3 either maintained or grew, our focus for 2026-2027 school year will be on Quintile 4 for 6th graders; Quintile 5 for 7th graders and Maintenance and Enrichment for all 8th graders

**Science:** The 2026 8th-grade STAAR results exceeded all MAP projections across Approaches, Meets, and Masters, and improved over 2025 performance. 6th grade to strengthen strategies that support Quintile 5 student growth.

**English:** We had growth across all 3 grade levels for MAP and STAAR. Regarding growth by quintile group, we still struggle to grow our Quintile 1 students, but we have seen momentous growth among Quintile 3 for all 3 grade levels and Quintile 5 students for 6th and 8th grade.

**Social Studies:** Given that our Meets and Masters results fell slightly for the 2026 school year, we want to identify possible causes and make instructional adjustments during the 2027 school year.

**CCMR**: While the 8th grade students had a CCMR plan leaving Rice at the end of the year, there were some areas where students of special populations were not showing as CCMR ready in the different grade levels. Continue having the 8th grade counselor work with their students to develop 4 year plans to ensure students are on a path for CCMR.

# Problem Statements Identifying Student Learning Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Reading MAP growth for Quintile 1 students in 6th and 7th grade was below 100% of projected growth. | Professional Learning Community (PLC) planning sessions naturally prioritize intervention for struggling students rather than intentional design for advanced growth. |
| 2 ★ | Students performing at the Approaches Grade Level standard are not consistently progressing to the Meets Grade Level standard across all core content areas. | Classroom instruction leans passive or low-rigor, relying on basic task completion rather than engaging students in higher-order thinking and formal academic vocabulary routines. |
| 3 ★ | Students did not consistently achieve the Meets Grade Level performance standard in mathematics across grade levels, with the greatest need in Grades 6 and 7. | Progress monitoring systems don't catch mathematical conceptual gaps early enough in the learning unit, resulting in missed opportunities for timely, differentiated small-group instruction. |

★ = Priority

# School Processes & Programs

## Summary

50% of the HB1416 students grew from LDNM on the STAAR tests.

- Core subjects have the same PLC period so they can collaborate daily
- Electives have the same conference period to allow for collaboration
- Department Chairs have same conference so admin and department chairs can meet monthly about PLC, concerns
- PLC documentation and data protocols
- Quintile monitoring sheets
- Weekly department data discussions
- Walkthroughs
- We have referred teachers to student management to help with the different tier responses
- York is our lead new teacher mentor and has to meet with each new teacher at least 3 times per semester
- York holds a once a month meeting with new teachers
- York has new teacher onboarding BOY
- CIP goals
- Monday meetings
- SBIC meetings
- Leadership meetings
- Quintitle monitoring sheets per core subject
- HB 1416: Accelerated Instruction Rice 2025-2026 AI Spreadsheet

# Problem Statements Identifying School Processes & Programs Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | By the end of the 2026-2027 school year, there will be evidence of Rice Middle School students making gains toward meeting their college, career, and/or military readiness | CCMR is often viewed as a high school metric, leading to a lack of shared definition across middle school staff and students regarding what middle school "readiness" actually looks like |

★ = Priority

# Perceptions

## Summary

From the HRS survey: Survey results show that our community, students, and staff believe the district does a strong job of recognizing and responding to individual student needs. Responses were consistently positive across all groups, reflecting confidence that students receive the support they need to be successful both academically and socially.

From the HRS survey: Survey results indicate that parents perceive classrooms as well-managed and organized, creating a positive learning environment. These positive perceptions align with strong confidence in student learning and achievement, suggesting that effective classroom management supports student success.

Survey results show that parents have positive perceptions of the district's ability to build strong literacy and numeracy skills while preparing students for future success. Responses were consistently favorable across these areas.

# Problem Statements Identifying Perceptions Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | 6th grade students had 45% total discipline offenses in the 25-26 school year. | Students not knowing the Guidelines to Success and becoming more associated with middle school. |

★ = Priority

# Priority Problem Statements

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Emergent Bilingual and Special Education students performed below the overall campus in reading and mathematics, particularly in achieving the Meets Grade Level performance standard. | Classroom instruction tends to be teacher-led or reliant on silent work, leaving EB and SpEd students with too few opportunities to speak, process, and write using subject-specific vocabulary. |
| 2 | Reading MAP growth for Quintile 1 students in 6th and 7th grade was below 100% of projected growth. | Professional Learning Community (PLC) planning sessions naturally prioritize intervention for struggling students rather than intentional design for advanced growth. |
| 3 | Students performing at the Approaches Grade Level standard are not consistently progressing to the Meets Grade Level standard across all core content areas. | Classroom instruction leans passive or low-rigor, relying on basic task completion rather than engaging students in higher-order thinking and formal academic vocabulary routines. |
| 4 | By the end of the 2026-2027 school year, there will be evidence of Rice Middle School students making gains toward meeting their college, career, and/or military readiness | CCMR is often viewed as a high school metric, leading to a lack of shared definition across middle school staff and students regarding what middle school "readiness" actually looks like |
| 5 | Students did not consistently achieve the Meets Grade Level performance standard in mathematics across grade levels, with the greatest need in Grades 6 and 7. | Progress monitoring systems don't catch mathematical conceptual gaps early enough in the learning unit, resulting in missed opportunities for timely, differentiated small-group instruction. |
| 6 | 6th grade students had 45% total discipline offenses in the 25-26 school year. | Students not knowing the Guidelines to Success and becoming more associated with middle school. |

| | | |
|---|---|---|
| 7 ★ | African American discipline was 12.2% of the incidents while they are 8% of our school population. | Students were not following expectations and a few individuals accounted for the a large amount of the incidents. |

★ = Priority

# Data Documentation for CNA

# Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

## Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

## Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **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

- [x] Student failure and/or retention rates
- [x] Local diagnostic reading assessment data
- [x] Local benchmark or common assessments data
- [x] Observation Survey results

## Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data
- [x] Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Discipline records
- [x] Student surveys and/or other feedback
- [x] Class size averages by grade and subject

## Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Teacher/Student Ratio

- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**

## Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

## Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**

# Priorities

# Priority 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
Strategic Performance Objective: Objective 1.1 Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiate for all students to achieve high levels of learning.

## Goal 1

By the end of the 2026-2027 school year, 85% of all students will achieve growth that exceeds 100% of projected growth for Reading MAP in each grade level, as measured by the percent of projected growth report.

**Performance Target:** By May 2027, 85% of Rice Middle School students will achieve more than 100% of projected growth on Reading MAP, as measured by the spring MAP projected growth report.

**Expected Result:** Students will demonstrate accelerated growth in Reading MAP through high-quality Tier 1 instruction, targeted intervention, and data-driven PLCs.

### Strategy 1

Analyze Reading MAP quintile data during PLCs to identify student needs, adjust Tier 1 instruction, and monitor student growth throughout the year.

**Problem Statements:** Demographics 1 - Student Learning 1, 2

**Formative Reviews**

| November | February | June |
|---|---|---|

### Strategy 2

Implement evidence-based Tier 1 instructional practices as monitored through PLCs and classroom walkthroughs.

**Problem Statements:** Demographics 1 - Student Learning 1, 2

### Formative Reviews

| November | February | June |
|---|---|---|

## Strategy 3

Build explicit depth and complexity extensions into daily assignments so high-achieving students move directly to high-DOK extension tasks as soon as they demonstrate mastery, rather than being handed more of the same practice.

**Problem Statements:** Demographics 1 - Student Learning 1, 2

### Formative Reviews

| November | February | June |
|---|---|---|

## Strategy 4

Implement HB 1416 accelerated instruction by using MAP, STAAR and formative assessment data to identify students, provide targeted support and monitor progress to improve student achievement.

**Staff Responsible for Monitoring:** Walkthrough feedback, unit assessments, district assessments, team planning agendas and grade level data dashboards

**Problem Statements:** Demographics 1

### Formative Reviews

| November | February | June |
|---|---|---|

### Goal 1 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Emergent Bilingual and Special Education students performed below the overall campus in reading and mathematics, particularly in achieving the Meets Grade Level performance standard. | Classroom instruction tends to be teacher-led or reliant on silent work, leaving EB and SpEd students with too few opportunities to speak, process, and write using subject-specific vocabulary. |

### Goal 1 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Reading MAP growth for Quintile 1 students in 6th and 7th grade was below 100% of projected growth. | Professional Learning Community (PLC) planning sessions naturally prioritize intervention for struggling students rather than intentional design for advanced growth. |
| 2 | Students performing at the Approaches Grade Level standard are not consistently progressing to the Meets Grade Level standard across all core content areas. | Classroom instruction leans passive or low-rigor, relying on basic task completion rather than engaging students in higher-order thinking and formal academic vocabulary routines. |

## Goal 2

By the end of the 2026-2027 school year,  Rice Middle School will increase the percentage of students achieving Meets Grade Level performance on Math 6 STAAR from 76% to 80% and Math 7 STAAR from 55% to 60%.

**Performance Target:** Increase Math 6 Meets Grade Level performance from 76% to 80% and Math 7 Meets Grade Level performance from 55% to 60%, while maintaining or increasing Masters Grade Level performance.

**Expected Result:** Students will demonstrate increased mathematical proficiency through high-quality Tier 1 instruction, resulting in higher performance on the STAAR assessment.

### Strategy 1

Transition from low-DOK recall (DOK 1) to multi-step reasoning (DOK 2/3). Routinely ask: "How do you know?", "What evidence supports that?", and "What would happen if...?"

**Problem Statements:**  Demographics 1 -  Student Learning 2, 3

### Formative Reviews

| November | February | June |
|---|---|---|

## Strategy 2

Require exit tickets aligned to Meets-level item types (multi-select, justification, graph interpretation) to catch misconceptions within 24 hours.

**Problem Statements:** Demographics 1 - Student Learning 2, 3

### Formative Reviews

| November | February | June |
|---|---|---|

## Strategy 3

Implement targeted interventions and differentiated instruction to accelerate the growth of students currently performing at the Approaches Grade Level standard.

**Problem Statements:** Demographics 1 - Student Learning 2, 3

### Formative Reviews

| November | February | June |
|---|---|---|

## Strategy 4

Catch "bubble" students early and target their specific skill gaps with consistent small-group instruction

**Problem Statements:** Demographics 1 - Student Learning 2, 3

### Formative Reviews

| November | February | June |
|---|---|---|

## Strategy 5

Implement Depth and Complexity icons and questioning strategies to increase rigor and student thinking during daily instruction.

**Problem Statements:** Demographics 1 - Student Learning 2, 3

### Formative Reviews

| November | February | June |
|---|---|---|

## Strategy 6

Spend time every class period engaging students in spiral practice focused exclusively on 6th/7th grade HPKSs. Format these questions at the Meets/Masters level (e.g., multi-step problems, dual-text analysis, error-analysis tasks) rather than simple recall.

**Problem Statements:** Demographics 1 - Student Learning 2, 3

### Formative Reviews

| November | February | June |
|---|---|---|

## Strategy 7

Implement HB 1416 accelerated instruction by using MAP, STAAR and formative assessment data to identify students, provide targeted support and monitor progress to improve student achievement.

**Staff Responsible for Monitoring:** Walkthrough feedback, unit assessments, district assessments, team planning agendas and grade level data dashboards

**Problem Statements:** Demographics 1

## Formative Reviews

| November | February | June |
|---|---|---|

## Goal 2 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Emergent Bilingual and Special Education students performed below the overall campus in reading and mathematics, particularly in achieving the Meets Grade Level performance standard. | Classroom instruction tends to be teacher-led or reliant on silent work, leaving EB and SpEd students with too few opportunities to speak, process, and write using subject-specific vocabulary. |

## Goal 2 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Students performing at the Approaches Grade Level standard are not consistently progressing to the Meets Grade Level standard across all core content areas. | Classroom instruction leans passive or low-rigor, relying on basic task completion rather than engaging students in higher-order thinking and formal academic vocabulary routines. |
| 3 | Students did not consistently achieve the Meets Grade Level performance standard in mathematics across grade levels, with the greatest need in Grades 6 and 7. | Progress monitoring systems don't catch mathematical conceptual gaps early enough in the learning unit, resulting in missed opportunities for timely, differentiated small-group instruction. |

# 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 Performance Objective: 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

By the end of the 2026-2027 school year, the percentage of students meeting their individual MAP growth goals, performing at Meets Grade Level or above on STAAR, and qualifying for advanced coursework will increase 3% from the 2025-2026 CCMR metrics.

**Performance Target:** Increase students meeting Plano ISD middle school CCMR indicators by 3% over the 2025-2026 baseline, as measured through MAP growth, STAAR performance, and advanced course eligibility.

**Expected Result:** Students will demonstrate increased readiness for advanced coursework by meeting MAP growth expectations, achieving Meets Grade Level or above on STAAR, and qualifying for advanced academic opportunities.

### Strategy 1

Teach students what CCMR indicators mean so they can track their own progress toward high school course credits, TSI readiness, and advanced coursework eligibility.

**Problem Statements:** School Processes & Programs 1

#### Formative Reviews

| November | February | June |
|---|---|---|

### Strategy 2

Counselors and teachers analyze MAP/STAAR data to proactively invite students into higher-level coursework.

**Problem Statements:** School Processes & Programs 1

### Formative Reviews

| November | February | June |
|---|---|---|

## Strategy 3

Provide staff professional learning on middle school CCMR indicators and strategies to prepare students for advanced coursework and future readiness.

**Problem Statements:** School Processes & Programs 1

### Formative Reviews

| November | February | June |
|---|---|---|

## Strategy 4

Quintile Monitoring sheets that include all students on their rosters and their assessment performance throughout the year so they can identify and track students.

**Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1

### Formative Reviews

| November | February | June |
|---|---|---|

## Strategy 5

Conference with students following each MAP administration to review growth goals, monitor progress, and establish next instructional steps.

**Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1

## Formative Reviews

| November | February | June |
|---|---|---|

### Goal 1 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Emergent Bilingual and Special Education students performed below the overall campus in reading and mathematics, particularly in achieving the Meets Grade Level performance standard. | Classroom instruction tends to be teacher-led or reliant on silent work, leaving EB and SpEd students with too few opportunities to speak, process, and write using subject-specific vocabulary. |

### Goal 1 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Reading MAP growth for Quintile 1 students in 6th and 7th grade was below 100% of projected growth. | Professional Learning Community (PLC) planning sessions naturally prioritize intervention for struggling students rather than intentional design for advanced growth. |
| 2 | Students performing at the Approaches Grade Level standard are not consistently progressing to the Meets Grade Level standard across all core content areas. | Classroom instruction leans passive or low-rigor, relying on basic task completion rather than engaging students in higher-order thinking and formal academic vocabulary routines. |
| 3 | Students did not consistently achieve the Meets Grade Level performance standard in mathematics across grade levels, with the greatest need in Grades 6 and 7. | Progress monitoring systems don't catch mathematical conceptual gaps early enough in the learning unit, resulting in missed opportunities for timely, differentiated small-group instruction. |

## Goal 1 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | By the end of the 2026-2027 school year, there will be evidence of Rice Middle School students making gains toward meeting their college, career, and/or military readiness | CCMR is often viewed as a high school metric, leading to a lack of shared definition across middle school staff and students regarding what middle school "readiness" actually looks like |

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

## Goal 1

By the end of the 2026-2027 school year,  Rice Middle School will reduce total discipline incidents by 15% from the 2025-2026 baseline and decrease disproportionality in behavioral outcomes.

**Performance Target:** Reduce total discipline incidents by 15% from the 2025-2026 baseline and decrease disproportionality in behavioral outcomes as measured through district discipline reports.

**Expected Result:** A consistent campus-wide behavior system will create a safer, more respectful learning environment while reducing office discipline referrals and disproportionality among student groups.

### Strategy 1

Analyze discipline referral data every nine weeks to identify trends, monitor disproportionality, and implement targeted behavioral interventions.

**Problem Statements:** Demographics 2 -  Perceptions 1

**Formative Reviews**

| November | February | June |
|---|---|---|

### Strategy 2

All grade level teams will consistently implement common behavioral expectations, relationship-building practices, and early interventions to support students' transition to middle school.

**Problem Statements:** Demographics 2 -  Perceptions 1

### Formative Reviews

| November | February | June |
|---|---|---|

## Strategy 3

Implement campus-wide PBIS practices with consistent expectations, positive reinforcement, and restorative responses across all grade levels.

**Problem Statements:** Demographics 2 - Perceptions 1

### Formative Reviews

| November | February | June |
|---|---|---|

### Goal 1 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | African American discipline was 12.2% of the incidents while they are 8% of our school population. | Students were not following expectations and a few individuals accounted for the a large amount of the incidents. |

### Goal 1 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | 6th grade students had 45% total discipline offenses in the 25-26 school year. | Students not knowing the Guidelines to Success and becoming more associated with middle school. |

# Priority 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 Performance Objective: Objective 4.3 Create a culture of belonging for all members of the Plano ISD community.

## Goal 1

By May 2027, Rice Middle School will fully implement Tier 1 PBIS practices to ensure 100% of core and elective classrooms sustain a minimum 3:1 ratio of positive reinforcement to corrective feedback, measured quarterly through PBIS recognition logs, monthly walkthrough data, and office discipline referral trends.

**Performance Target:** By May 2027, 100% of classrooms will demonstrate Tier 1 PBIS implementation with evidence of a minimum 3:1 positive-to-corrective feedback ratio, verified through quarterly walkthroughs, PBIS recognition logs, and discipline data.

**Expected Result:** Staff will consistently implement Tier 1 PBIS practices, resulting in increased positive student behavior, stronger classroom culture, and fewer office discipline referrals.

### Strategy 1

Regularly scheduled grade level student meetings to review attendance, RR awards, positive student achievements, current concerns, etc.

**Problem Statements:** Demographics 2 - Perceptions 1

**Formative Reviews**

| November | February | June |
|---|---|---|

### Strategy 2

Provide an annual sixth-grade parent orientation to teach campus expectations, Guidelines for Success, PBIS systems, and available student supports.

**Problem Statements:** Demographics 2 - Perceptions 1

### Formative Reviews

| November | February | June |
|---|---|---|

## Strategy 3

Provide professional learning on Review360 and monitor teacher implementation of a minimum 3:1 ratio of positive reinforcement to corrective feedback.

**Problem Statements:** Demographics 2 - Perceptions 1

### Formative Reviews

| November | February | June |
|---|---|---|

### Goal 1 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | African American discipline was 12.2% of the incidents while they are 8% of our school population. | Students were not following expectations and a few individuals accounted for the a large amount of the incidents. |

### Goal 1 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | 6th grade students had 45% total discipline offenses in the 25-26 school year. | Students not knowing the Guidelines to Success and becoming more associated with middle school. |