Plano Independent School District

Schimelpfenig Middle School

2026-2027 Campus Improvement Plan

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Mission Statement

The Schimelpfenig Middle School mission is to create a positive, caring, and safe community that fosters and values personal growth, individual expression, and lifelong learning.

Vision

We are committed to:

- Building strong relationships

- Nurturing the potential of every learner

- Preparing for future opportunities

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Comprehensive Needs Assessment

Demographics

Summary

Demographics: Our campus enrolls 998 students that contains 306 6th graders, 345 7th graders, and 347 8th graders. We serve the following demographics at our campus: White: 39.18 %, Hispanic: 22.75 %, Asian: 22.24%, African. Am.: 9.92 %, Two or More: 5.11 %, American Ind.: 0.60 %, and Pacific Isl.: 0.2 %. 30% of our population qualifies as free and reduced lunch. We have a diverse group of students. We have 200+ EB students (beginner-long term), many of whom are from our newly acquired campuses.This past year was a transition due to the acquisition of students from the closure of Carpenter Middle School and adding Christie Elementary as a feeder school.

Student Learning

Summary

Math:
Across grades 6–8 and Algebra 1, **student performance demonstrates a clear upward trajectory as students progress into higher-level coursework**. Particularly Grade 7—reveal critical instructional and achievement gaps, advanced placement and high school-level performance in Algebra 1 is outstanding. 7th-grade math scores drop significantly across all performance categories, with only **47%** reaching *Approaches* and a low **3%** reaching *Masters*. 8th-grade math demonstrates high proficiency, with **90%** of students passing (*Approaches*) and **42%** showing advanced critical thinking (*Masters*).

Reading:
Proficiency gains are steady grade-over-grade. *Approaches* grows from **85% to 93%**, *Meets* jumps from **65% to 78%**, and *Masters* moves from **43% to 57%**. Across all three grades, nearly half or more than half of all students reach the *Masters* level (peaking at **57%** in 8th grade).

Science: Data is currently not in

Social Studies:
Studies performance data reflects a major shift in student learning outcomes.
Q1-Approaches dropped from **92% down to 79%** (-13 percentage points).
Q5-Advanced tiers saw a parallel drop: *Meets* fell from **73% to 58%** (-15%), while *Masters* dropped from **54% to 41%** (-13%).
41% of students at *Masters* shows that over a third of the cohort continues to demonstrate advanced historical analysis and critical thinking skills.
Weaknesses

- **System-Wide:** Because the drop occurred across all three performance bands by nearly identical margins (~13–15%), the data points to a broader instructional, curriculum, or cohort shift rather than a breakdown in just one specific tier.
- **Loss of Meets/Masters Momentum:** The compression from **73% Meets** down to **58% Meets** means fewer students are on track for post-secondary readiness in social studies.

Strengths

- **8th Grade:** 8th-grade students demonstrated receptive language growth, with **50% of students progressing at least one proficiency level** in Listening. Listening shows

steady upward acceleration across all three grade levels (17.5% to 31.7% to 50%).

- **Balanced 6th-Grade Writing Base:** 6th grade achieved its highest rate of growth in **Writing (23.1%)**.
- **Receptive & Expressive Balance in 8th Grade:** 8th graders made strong gains in both **Spea (34.6%)** and **Reading (34.6%)**, showing that over a third of the cohort progressed significantly in these domains.

Weaknesses & Gaps

- **8th-Grade:** 8th-grade Listening surged, **Writing growth fell to 7.6%**. Only ~1 in 13 8th-grade EB students made progress in writing.
- **6th-Grade Receptive Growth:** 6th grade shows the lowest overall growth across all categories. Listening (17.5%) and Reading (17.9%) lag noticeably compared to upper middle school performance.
- **Receptive vs. Expressive Asymmetry:** Across 7th and 8th grades, Students are comprehending spoken English much faster than they are producing academic text or oral language.

Strengths

Strengths

- **8th Grade:** 8th-grade students demonstrated receptive language growth, with **50% of students progressing at least one proficiency level** in Listening. Listening shows steady upward acceleration across all three grade levels (17.5% to 31.7% to 50%).
- **Balanced 6th-Grade Writing Base:** 6th grade achieved its highest rate of growth in **Writing (23.1%)**.
- **Receptive & Expressive Balance in 8th Grade:** 8th graders made strong gains in both **Spea (34.6%)** and **Reading (34.6%)**, showing that over a third of the cohort progressed significantly in these domains.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Emergent Bilingual (EB) students have an overall student achievement of 59% on STAAR, compared to a 92% for non-EB students	Teacher training and implementation with fidelity of differentiation strategies for Emergent Bilingual (EB) students while maintaining a high expectation for all.
2 ★	Our Q1 students who were previously achieving a Masters level on STAAR, have dropped to a Meets level.	Teacher training and implementation with fidelity of differentiation strategies for all students with focus on depth and complexity.

★ = Priority

School Processes & Programs

Summary

- Strong PLC process, PISD curriculum knowledge and implementation
- Strong leadership and consensus building
- High integration and collaboration among staff, SSL, Counseling, Admin and SPED team
- Staff learning gaps exist in EB academic support, ED student/family support and school-wide “student best practices” for success.

Strengths

- Strong PLC process, PISD curriculum knowledge and implementation
- Strong leadership and consensus building
- High integration and collaboration among staff, SSL, Counseling, Admin and SPED team

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	80 students out of 960 are in the AVID program, which limits their understanding of the resources available to them for career and college readiness.	Limited communication on opportunities afforded to students and strategies available through the AVID program.
2 ★	The campus is currently a Tier 3 under PBIS regarding effective implementation of effective PBIS processes and strategies	Consistent Implementation of guidelines for success and common areas expectations.

★ = Priority

Perceptions

Summary

1. School Climate & Community Connection: Schimelpfenig fosters a safe, supportive, and growth-oriented environment for students, alongside a collaborative, valuing workplace for staff. The school actively builds meaningful relationships with the broader community. **2. Personalized & Differentiated Learning**

- **Academic Tracks:** Offers varied course levels tailored to individual student readiness and future goals.
- **Instruction:** Teachers use data and assessments to differentiate instruction, accommodating diverse learning styles.
- **Enrichment:** Rigorous coursework challenges students to stretch their capabilities and grow academically and personally.

3. Classroom Management: Productive learning is driven by clear expectations, consistent routines, and fair, reliable consequences that maintain a stable classroom environment. **4. Home-School Partnership:** Parent-teacher conferences act as a crucial link between home and school, helping educators gain insights into student environments and share actionable strategies with families to extend learning at home.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	With the addition of a 4th feeder campus. Campus population and demographics have shifted. The campus is struggling with making contact with parents to ensure student success.	

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Emergent Bilingual (EB) students have an overall student achievement of 59% on STAAR, compared to a 92% for non-EB students	Teacher training and implementation with fidelity of differentiation strategies for Emergent Bilingual (EB) students while maintaining a high expectation for all.
2 ★	Our Q1 students who were previously achieving a Masters level on STAAR, have dropped to a Meets level.	Teacher training and implementation with fidelity of differentiation strategies for all students with focus on depth and complexity.
3 ★	80 students out of 960 are in the AVID program, which limits their understanding of the resources available to them for career and college readiness.	Limited communication on opportunities afforded to students and strategies available through the AVID program.
4 ★	The campus is currently a Tier 3 under PBIS regarding effective implementation of effective PBIS processes and strategies	Consistent Implementation of guidelines for success and common areas expectations.

★ = 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] **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] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [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**

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] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

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

Priorities

Priority 1

Teaching & Learning, Strategic Plan Priority Objectives:

Objective 1.1: 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.

Goal 1

Emergent Bilingual students will increase in their Reading STAAR and TELPAS by 5% at the approaches level. We will also improve our HB1416 passing rate from 30% to 45%.

Performance Target: Increase in their Reading STAAR and TELPAS by 5% at the approaches level. We will also improve our HB1416 passing rate from 30% to 45%.

Expected Result: Increase in their Reading STAAR and TELPAS by 5% at the approaches level. We will also improve our HB1416 passing rate from 30% to 45%.

Strategy 1

Create a heightened environment of academic vocabulary in and out of the classroom across the campus.
This could look like:
-Word of the Week for campus and classrooms. Presented through announcements, in class, and written in student planners.
-Making connections with parents through campus communication to discuss the words of the week.
-Classroom strategies focused specifically on academic vocabulary
-Labelling throughout the school with translations, explanations, figurative language, etc.

Staff Responsible for Monitoring: Campus Staff and Teachers

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Strategy 2

Professional Developments focused on academic language and best practices when serving / teaching the emergent bilingual population.

Staff Responsible for Monitoring: Campus Leadership

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Emergent Bilingual (EB) students have an overall student achievement of 59% on STAAR, compared to a 92% for non-EB students	Teacher training and implementation with fidelity of differentiation strategies for Emergent Bilingual (EB) students while maintaining a high expectation for all.

Goal 2

Emergent Bilingual students will increase their Math STAAR by 5% at the approaches level We will also improve our HB1416 passing rate from 30% to 45%.

Performance Target: Increase their Math STAAR by 5% at the approaches level. We will also improve our HB1416 passing rate from 30% to 45%.

Expected Result: Increase their Math STAAR by 5% at the approaches level. We will also improve our HB1416 passing rate from 30% to 45%.

Strategy 1

Math PLC members/teachers develop and implement plans for:
-Increased use of visual supports -- anchor charts, pictures paired with words
-Spiraled reviews
-Direct teach of math vocabulary, including prior concepts that support the unit
-Frequent checks for understanding and individual "follow up"

Staff Responsible for Monitoring: Math PLC members/teachers

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Strategy 2

Professional Developments focused on academic language and best practices when serving / teaching the emergent bilingual population.

Staff Responsible for Monitoring: Campus Leadership

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Emergent Bilingual (EB) students have an overall student achievement of 59% on STAAR, compared to a 92% for non-EB students	Teacher training and implementation with fidelity of differentiation strategies for Emergent Bilingual (EB) students while maintaining a high expectation for all.

Priority 2

Life Readiness Strategic Plan Priority Objectives:

Objective 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.
Objective 2.3: Increase access and opportunities for students to achieve CCMR readiness status.

Goal 1

90% of students will create and monitor a SMART goal connected to a career pathway or future CCMR readiness in addition to academic achievement.

Performance Target: 90% of students will create a SMART goal and demonstrate progress toward achieving it.

Expected Result: Students will develop greater ownership of their academic and career readiness.

Strategy 1

Teachers and Counselors will facilitate crafting S.M.A.R.T. goals with students focused on CCMR as well as academics and confer with students to set a growth target using MAP scores.

Staff Responsible for Monitoring: Campus Teachers, Leadership, and Counselors

Problem Statements: Student Learning 2 - School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 2

The campus will have targeted campus events focused on the celebration of SMART goals, growth, and/or CCMR.

Staff Responsible for Monitoring: Campus Leadership and Counselors

Problem Statements: Student Learning 2 - School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 3

Teachers will have AVID training on WICOR from district and campus leaders and incorporate it into daily/weekly classroom instruction.

Staff Responsible for Monitoring: Campus Leadership and Teachers

Problem Statements: Student Learning 2 - School Processes & Programs 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Our Q1 students who were previously achieving a Masters level on STAAR, have dropped to a Meets level.	Teacher training and implementation with fidelity of differentiation strategies for all students with focus on depth and complexity.

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	80 students out of 960 are in the AVID program, which limits their understanding of the resources available to them for career and college readiness.	Limited communication on opportunities afforded to students and strategies available through the AVID program.

Priority 3

Safety, Wellness & Community Engagement Strategic Plan Priority Objectives:

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

Goal 1

Consistent implementation of guidelines for success and common areas expectations will reduce the number of hallway misbehaviors and tardies. Additionally we will increase our overall camput attendance from 95.3% to 96%.

Performance Target: A 5% reduction in documented hallway behavior incidents and tardies compared to the 2025-26 baseline. Additionally we will increase our overall camput attendance from 95.3% to 96%.

Expected Result: Students will demonstrate improved behavior and responsibility in common areas. As well as overall increase of campus attendance.

Strategy 1

Teachers and Staff will take part in monthly PBIS updates and training through staff meetings.

Staff Responsible for Monitoring: Campus Leadership and PBIS Team

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	June

Strategy 2

The campus will implement the use of PAWS Cards and continue with the use of the campus guidelines for success and accepted hallway verbiage/expectations.

Staff Responsible for Monitoring: Campus Staff, Teachers, and Leadership

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	June

Strategy 3

Implementation of FAH (Friday After Hours) weekly for students that need to make up academic time due to absences or tardies.

Staff Responsible for Monitoring: Admin, Staff, FAH Teachers

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	The campus is currently a Tier 3 under PBIS regarding effective implementation of effective PBIS processes and strategies	Consistent Implementation of guidelines for success and common areas expectations.

Goal 2

Consistent implementation of the PISD Code of Civility through Mindful Monday will increase campus culture from beginning to the end of the year.

Performance Target: Increase in positive Review 360 reports using the 2025-2026 school year as a baseline comparison to the current 2026-2027 school year.

Expected Result: Students and Staff will demonstrate increased understanding and responsibility regarding the PISD Code of Civility.

Strategy 1

Mindful Monday advisory will be implemented each Monday when we are in school for a full

week.

Staff Responsible for Monitoring: Admin, Teachers, Staff

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	June

Strategy 2

Monthly tracking of the PAWS cards submitted to the front office.

Staff Responsible for Monitoring: Front Office Staff, Admin

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	The campus is currently a Tier 3 under PBIS regarding effective implementation of effective PBIS processes and strategies	Consistent Implementation of guidelines for success and common areas expectations.