

# Plano Independent School District Campus Improvement Plan

# **Miller Elementary School**

5651 Coventry Dr.

Richardson, TX 75082

# 2018-2019

# **Table of Contents**

Vision and Mission Statements for District and Campus	3
Campus Information	4
State Goals and Objectives	6
State Compensatory Education Program Information	9
Title I Program Information	10
Comprehensive Needs Assessment Summary Critical Action #1	12
Critical Action #1	16
Critical Action #2	17
Health, Fitness and Attendance	19
Violence Prevention and Bullying	23
Parent Involvement	27
Transition	
State Certified Teachers and Highly Qualified Paraprofessionals	31

## Vision and Mission Statements for District and Campus

## **Plano ISD Vision Statement**

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

#### **Plano ISD Mission Statement**

The mission of the Plano Independent School District is to provide an excellent education for each student.

## **District Goals**

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

#### **Campus Mission Statement**

The mission of the Miller Elementary Community is to provide opportunities for every student to be actively engaged in learning and strive to be motivated lifelong learners. Our teachers are committed to assessing individual needs and providing interventions in order to build a strong educational foundation.

# **Campus Information**

## **Administration Team**

Principal, Jennifer Bero

Assistant Principal, Kijafa Tilford

## About Us

Achievements

2015 Academic Achievement in reading/language arts distinction; 2015 Top 25% Closing Performance Gaps distinction; 2015 Postsecondary Readiness distinction; 2014 Academic Achievement in reading/language arts distinction; 2014 Top 25% Closing Performance Gaps distinction; 2014 Postsecondary Readiness distinction; 2013 Academic Achievement in reading/language arts distinction; 2013 National Association of Elementary School Principals Student Council award of excellence; State Exemplary rating (2005-11); State Recognized rating (2003-05); Gold Star commended award in reading, math, writing, science and attendance (2003-06); Exemplary Writing award (1996-01); district and regional science fair winners; PTA Reflection winners at District and State.

## **Campus Programs**

Watch DOGS (Dads of Great Students); Citizenship assemblies; grade level buddies; Plano Academic and Creative Education (PACE) for identified gifted and talented students; safety patrol; student council; field day; fifth-grade choir; Miller honor choir; school-wide service projects; English as a Second Language (ESL); Collin County Adventure camp (fifth-grade); STEAM day; PASAR (after-school childcare); Hoop Shoot; and Marathon Kids.

Parent Involvement Opportunities

After-school clubs; book fairs; chess club; classroom and reading buddies; fall and spring family fun nights; field day; Key Communicators; monthly newsletter; Parent Teacher Association (PTA); Reflections; School-Based Improvement Committee (SBIC); science fair judges; yearbook; volunteer program for the library and cafeteria.

Community/Business Partnerships TBA

History of Miller

Miller is named for Dr. Dennis Miller, who practiced medicine in Murphy from 1891 to 1933. After graduating from the Plano Institute in 1885, Miller taught at the County Line School and continued to teach intermittently during his medical school years to support himself. Miller Elementary opened for the 1995-96 school term.

## **Campus Status**

X Non-Title I Campus

Title I School-wide Campus

## Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 09/05/2018 03:00 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/24/2019 03:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/02/2019 03:00 pm

# State Goals and Objectives

# The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

# The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

# **TEA Strategic Priorities**

Goal #1 - Recruit, support, and retain Teachers and Principals.	Goal #2 - Build a <b>foundation</b> of <b>reading</b> and <b>mathematics</b> .
---	--

Goal #3 - Connect high school to <u>career</u> and <u>college</u>.

Goal #4 - Improve low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: <u>http://tea.texas.gov/About\_TEA/Welcome\_and\_Overview/TEA\_Strategic\_Plan/</u>

# Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance	
Matt Mitchell	Faculty Member	2017	Х	x		
Ha Lobo	Faculty Member	2017	Х			
Dominique Cline	Faculty Member	2018	Х			
Sally Mooter	Faculty Member	2017	Х	x	x	
Ashley Davis	Faculty Member	2017		X		
Cindy Reis	Faculty Member, Special Ed	2017	Х	X	х	
Jennifer Bero (Continued)	Principal	2016	Х	X	х	
John Orr (Purchasing Director)	District Professional	2018				
Rachel Blanton	Campus Professional, Non-teaching	2017	Х	X		
Kijafa Tilford	Support Staff Member	2017	Х	X	х	
Lisa McClintic	Parent-Selected by PTA	2017	Х	X		
Janet McWhinnie	Parent-Selected by Principal	2017	Х			
Maverick Uy	Parent	2017				
Mandy Turner	Parent	2017	Х			
Amanda Parent	Parent	2017				
Yvonne Tran	Parent	2018				
Paul Garrett	Community Member	2017				
Crystal Arnold	Community Member	2018				
Patty Stone	Business Representative	2017	Х			
Jason Rowan	Business Representative	2018	Х			
Huong Justine Tran	Parent	2018				

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Joshua Windland	Faculty Member	2018	х	х	
Felicia Zimmer	Parent	2018	Х	Х	
Pavoni Jagarlamudi	Parent	2018			

## **State Compensatory Education Program Information**

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD's compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

- 1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- 3. was not advanced from one grade level to the next for one or more school years;
- 4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- 5. is pregnant or is a parent;
- 6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- 7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
- 8. is currently on parole, probation, deferred prosecution, or other conditional release;
- 9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- 10. is a student of limited English proficiency, as defined by Section 29.052;
- 11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- 12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- 13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

#### SCE Program Funding

SCE Total	\$69,664.00	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.
-----------	-------------	---

## **Title I Program Information**

### **Title I - Schoolwide Components**

- 1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
- 2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
- 3. Instruction by state certified qualified teachers.
- 4. In accordance with section 1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
- 5. Strategies to attract state certified high-quality teachers to high-need schools.
- 6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- 8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

# Title I, Part A Program Funding

Staffing	\$ Total Funding for Title I Support Teachers (including tutoring, adult temp staff) and for Paraprofessionals.
Professional and Consulting Services	\$ Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	\$ Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	\$ Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	\$ Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

# **Comprehensive Needs Assessment Summary**

Area Reviewed	Summary of Strengths What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?			
Demographics	<ul> <li>1.Small but stable enrollment</li> <li>2.Enrollment numbers have been somewhat stable over the past 3 years</li> <li>3.Core numbers have stayed the same</li> <li>4.Ratio changed from 1 to 24 and now 1 to 22 in K-4th</li> </ul>	<ol> <li>Strengthening Intervention for small population of new kids.</li> <li>Movement in positions / grade levels needs to remain consistent.</li> <li>Keep the ratio of students consistent.</li> </ol>			
Student Achievement	<ul> <li>1.Econ. Dis. students reflects growth according to the STAAR data Grades 3-5.</li> <li>2.Data is reviewed</li> </ul>	1.Increasing ESL achievement 2.Working to increase met standards and mastered standards (STAAR) 3.Need consistent data digs throughout the grade levels	1.LEP/ ESL need for more focused intervention 2.Met standard and Mastered standard need to show growth 3.Consistent data dis-aggregation throughout the year.		
School Culture and Climate	<ul> <li>1.Inviting Climate</li> <li>2.Evidence of student focused</li> <li>classrooms/teachers are dedicated to</li> <li>every child</li> <li>3. Miller staff fosters a climate of</li> <li>mutual respect and positive attitudes</li> <li>among students and staff.</li> <li>4. Grade levels function as</li> <li>families/collaborative, cohesive and</li> <li>operate as a team.</li> </ul>	<ol> <li>Increased focus on how to quantify school culture and climate. Surveys? Data?</li> <li>Increased guidance lessons that are aligned with school-wide visual posters that promote common language of school norms for each class and that are aligned with lessons for the week/merge into SEL lessons?</li> </ol>	1.Teacher recognition		

Area Reviewed	rea Reviewed Summary of Strengths What were the identified strengths?		<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?		
		<ol> <li>Derail negative talk about specific students/provide more positives throughout the year.</li> <li>Teacher recognition is needed: Trophies, or some type of visual to present to teachers throughout the year. (Promoting positive behavior)</li> </ol>			
Staff Quality/ Professional Development	<ul> <li>1.All are highly qualified and certified wanting to grow</li> <li>T-TESS</li> <li>2.Informal walkthroughs</li> <li>3.Notes, Brags, Surveys</li> <li>4.Campus discussions and communication</li> <li>5.Eduphoria</li> <li>6.Cohesive community building as a team within our school.</li> </ul>	1.More consistent support for the high needs students? How to track this data?	1.Increase communication		
Curriculum, Instruction, Assessment	<ul> <li>1.Most data is used to help identify gaps and drive instruction</li> <li>2.Instructional activities are foundation skill/building blocks</li> <li>3.Used instructional strategies that are researched based</li> <li>4.Kid Talk ,Extended Planning, Team planning and 5.Instructional Specialist (all are working to align lessons with student needs)</li> </ul>	<ul> <li>1.How do we provide more enrichment activities?</li> <li>2.The need to analyze data in depth and use the data to drive instruction and support planning. (ALL teachers and staff)</li> <li>3. Planning of student centered activities and using lead4ward to help plan/resources</li> </ul>	1.How to analyze a cohesive variety of data to monitor student progress and incorporate the PLC process.		

Area Reviewed	Summary of Strengths What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?		
		4. Using data to help differentiated data (Using meaningful focused data tools) School-wide			
Family and Community Involvement	E News Conferences Parental involvement Spirit Nights/Silent Auction CMIT/ARD's Support from local community and businesses	<ul> <li>1.How do we build an overall awareness/communication about PTA (being a face for staff and parents) including all parents</li> <li>2.Need to organize unified community/PTA partnership.</li> <li>3.School-wide use of SEE-SAW app.</li> <li>4. Increased communication with parents for both classroom and specials.</li> <li>5. Communication effectively to meet the needs of all families (electronic, paper copies of important events and information)</li> </ul>	N/A		
School Context and Organization	<ul><li>1.I/E Time is specific and targets</li><li>2.Discussion at team leaders</li><li>3.Surveys</li><li>4.Trust the Principal</li></ul>	<ul> <li>1.Allow for teachers to provide more problem solving when providing input.</li> <li>2.No choice on district assessments</li> <li>3.How can we make sure that all teachers aren't tied to the formal assessment?</li> </ul>	N/A		
Technology	All areas, high student/increased involvement	1. Chromebook training needed based on teacher survey(BOY)	1. The use of technology and increased professional development provided to		

Area Reviewed	Summary of Strengths What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
	Proficient Additional Chromebook training	<ol> <li>Need time to practice (technology) what is learned and share back with colleagues.</li> <li>Need PD on technology resources tailored to needs of each grade level.</li> <li>A list of technology app/resource per curricular area accessible.</li> <li>Digital citizenship lessons for both students and staff.</li> <li>Collaborative teams need to be developed for technology.</li> <li>Technology focus each week for students/staff.</li> </ol>	meet the needs of the teacher and students. Surveys conducted and training tailored to the needs of the teachers.

# **Critical Action #1**

Problem Statement	Based on the BOY Technology survey, 50% of Miller teachers and staff rated themselves as an "not proficient" when implementing technology in the classroom.
Root Cause and Strategy	(a) We will work to identify specific teacher needs to ensure proper training is in place. (b) We will review the teacher survey data and address the responses to provide quality training.
Goal	Increase technology proficiency(teacher) in each classroom.
Project Lead	Campus Administrators, Enrichment Team, Staff
Staff, Title I Staff	Grade Level Team Teachers, Enrichment Specialist (dyslexia, ESL, PACE and Instructional Coach), Counselor
Materials and Resources	District Technology, Mid and EOY survey, PDH on campus.

Action Step(s)	Resource Description	Туре	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<ol> <li>Extend PDH focused on technology use in the class (teacher and student)</li> <li>Monitor/Survey throughout the year the use of technology and teacher/student response to the use of technology.</li> </ol>				1.Professional Development meeting (scheduled throughout the school year) 2. Weekly collaboration planning meetings supporting technology focus. 3. Admin walk- through's, observing technology being used. 4.Extended planning (3 times this year)	<ol> <li>MLP training logs agenda, surveys, and materials</li> <li>Weekly Planning meeting notes.</li> <li>Walk-through feedback and data collected.</li> <li>Extended planning notes and survey</li> <li>MOY and EOY Technology survey .</li> <li>Technology PLC 4x's a year</li> </ol>	Increase proficiency use of technology in the classroom by providing focused PDH and implementing training.	Some Progress Lesson plans will reflect technology use. Instruction will be aligned with effective technology use (student and teacher interaction).	Significant Progress Align technology goals with the district goal to ensure continued improvement in student learning is evident.	On Track to Make Progress Using the PDH training, teachers will be proficient in technology and will use throughout the lessons and the school day. Teachers show growth in the use of technology and display more efficient ways to use with students. Teachers that set goals in the are of technology accomplished their goals and met expectation.	

# **Critical Action #2**

Problem Statement	Based on the PLC Survey, 26% of staff agree do not meet regularly (monthly) to analyze students data.
Root Cause and Strategy	<ul> <li>(a) Address the need for effective planing and data analyzing by ensuring that there are cohesive systems in place to implement analyzing data.</li> <li>(b) We will incorporate a data analysis protocol that will be used during collaborative planning.</li> </ul>
Goal	Increase all problematic areas by 20% or more. Our goal is to increase the type of data analyzed and the awareness of how to analyze data in order to yield student growth.
Project Lead	Campus Administrator, Instructional Specialist, Team Leaders
Staff, Title I Staff	Team Leaders, specialist and counselor
Materials and Resources	Data Analysis Protocol

Action Step(s)	Resource Description	Туре	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
(a)We will address the need for				1. Weekly data	1. Staff Meetings.	Increase all	Some Progress	Significant	Significant	
effective planning including				analysis protocol	2. Weekly meeting	problematic areas	Extended Planning	Progress	Progress	
data analysis by ensuring that				meetings during	agendas and notes	by 20% or more.	dates are	Projected Data	Student growth	
there are adequate structures				collaborative team	3. Extended	Our goal is to	scheduled and	protocol will show	will be evident and	
and systems in place to				meetings.	Planning	increase the type	teams will focus on	evidence of use.	teachers will be	
implement the protocols with				2. Extended	notes/feedback/ag	of data analyzed	analyzing data as		proficient in	
fidelity.				Planning 4 x's a	enda	and the awareness	they plan.		analyzing data	
				week	4. Enrichment	of how to analyze			consistently.	
(b) We will incorporate a data					Team Feedback	data in order to	Team		Teachers have had	
analysis protocol that can be						yield student	Collaboration		the opportunity to	
used during planning and						growth.	meetings		be exposed to how	
creating common assessments.									to read and use	
							Student data		data for	
							(scores on		instructional	
(c) We will restructure our							assessments)		purposes.	
collaborative teams to include									Incorporating the	
all members of our PLC there									data protocol was	
by adding to the discussion for									a non negotiable	
student achievement.									this year and we	
									will continue with	
2. Grade level collaborative									these	
teams will meet weekly with									expectations.	
instructional specialists to use									This area is a work	
									in progress but has	

Action Step(s)	Resource Description	Туре	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
the district curriculum for planning and analysis Weekly planning meetings (Tuesday afternoons) Weekly instructional support Walkthroughs by administration and instructional specialists									shown significant progress throughout the year.	

# Health, Fitness and Attendance

The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (Required Action Steps per SB 892; Education Code 11.253(d); BQ LEGAL)

### COORDINATED SCHOOL HEALTH

Applicable		Ducient Lond	Chaff /Danaan	Implementation	Monitoring Status		
Students	Action Step	Project Lead	Staff/Resources	Timeline	Short Term	Long Term	
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	Quarterly flyers/Health Tips Health Activities review every nine weeks Fitnessgram Testing once per year	Newsletter Health Tips Health Activities(every 9 weeks) Fitnessgram Testing(1 x's a year)	Expand Communication	
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Parents/Nurse assist throughout the year as needed	Promote parent involvement	Increase parent support	
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.	Principal	Coordinated School Health Curriculum	School health curriculum at the beginning of the year and will be utilized throughout the school year.	Every Friday/Bulletin Board updates every 9 weeks	Continue consistent implementation	
К-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Bulletin board updates throughout the school year. (Located in Gym)	Keep updates current- monitoring	Keep updates current- monitoring	

Applicable	Action Stop	Project Lead	Staff/Resources	Implementation	Monitoring Status		
Students	Action Step	Project Lead	Staff/Resources	Timeline	Short Term	Long Term	
К-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	Monthly there is a fitness calendar that is sent out in the enews and posted in the gym. Health topics are also sent throughout the year.	Community Input See-Saw , upcoming units/competiti ons	Community Involvement /Bike Ride	

Applicable	Action Ston	<b>.</b>	Staff/Resources	Implementation	Monitoring Status		
Students	Action Step	Project Lead	Staff/Resources	Timeline	Short Term	Long Term	
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	P.E. teachers work to prepare student for skills necessary as throughout the year. Test Dates are set and completed by November 2018	Sept. and April will collect and use data to set goals.	Increase pacer results and overall conditioning and endurance	
4th & 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.	P.E. Teacher	Fitnessgram Student Report	Students are tested in March 2018	Data input by the end of April	Continue consistent implementatior	

#### Plano Independent School District

## PHYSICAL ACTIVITY REQUIREMENTS

Applicable		Ductorstand		Implementation	Monitoring Status		
Students	Action Step	Project Lead	Staff/Resources	Timeline	Short Term	Long Term	
K-8	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.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Admin conducts walkthroughs throughout the year. 135 minutes weekly	Swork It enter/review data	Analyze data	
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Pedometers used in the fall 2018 Heart rate monitors used during spring 2018	Pulse bars and EZ scan/EZ Tally	Work with district to obtain reliable pedometers	
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.	Principal	Yearly Plan Form	Weekly collaborative team meetings Staff meeting Weekly Walkthrough conducted	strength/Skills based stations /Warm-ups 1x a week Jogging 1x a week Activities 2 x a week	lesson plans/EOY SWORK data	
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	schedules are submitted in August 2018 Admin.reviews the schedule as needed	Schedules	Schedules	
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Weekly collaborative team meetings Monthly staff meetings	Rest and Stretch activities	Team meetings Lesson plans	

Applicable	Action Ston	Duciest Lood	Staff/Resources	Implementation Timeline	Monitoring Status	
Students	Action Step	Project Lead	Stall/Resources		Short Term	Long Term

## ATTENDANCE

Applicable	Action Ston	Project Lead	Staff/Resources	Implementation	Monitoring Status		
Students	Action Step	Project Lead	Staff/Resources	Timeline	Short Term	Long Term	
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	As the need arises, calls are made to students who are reported absence. Every nine weeks brag tags are presented for perfect attendance Grade level incentives for perfect attendance take place every nine weeks	daily attendance monitoring	EOY district report	

# **Violence Prevention and Bullying**

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

## **STAFF PREVENTION**

	<b>D</b> estanting I		Implementation	Monitori	ing Status
Action Step	Project Lead	Staff/Resources	Timeline	Short Term	Long Term
ldentify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Staff handbook reviewed August 2018 and will continue as the need arises	Counselor and Principal monitor as needed.	Maintain a safe and orderly environment, Increase social and emotional awareness. Best practices will be reinforces in all school settings.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Staff handbook reviewed August 2018 and will continue as the need arises	Ensure that each classroom has procedures posted. observations of circle time.	Maintain a safe and orderly environment, Increase social and emotional awareness. Best practices will be reinforces in all school settings.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Staff reviewed August 2018 and will continue as the need arises	Provide additional training to help reinforce Zones of Regulation and	Maintain a safe and orderly environment, Increase social and emotional

	Action Step Project Lead Staff/Resources Implementation	Monitoring Status			
Action Step	Project Lead	Staff/Resources	Timeline	Short Term	Long Term
				learning.	awareness. Best practices will be reinforces in all school settings.

## STAFF EDUCATION

	<b>D</b>		Implementation	Monitor	ing Status
Action Step	Project Lead	Staff/Resources	Timeline	Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	Videos through Safe school viewed by staff (August 2018) Counselor training PowerPoint (August 2018) As the need arises throughout the year	Monitoring SEL / Provide topics through SMORE	Monitoring SEL / Provide topics through SMORE
Review referral process.	Principal or designee	Campus referral plan	Staff reviewed August 2018 and will continue as the need arises .	Behavior procedures	Monitor office referrals

## **STAFF INTERVENTION**

			Implementation	Monitoring Status	
Action Step	Project Lead	Staff/Resources	Timeline	Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Plan	Discussion through TL meetings and staff meetings as needed	Reinforce intervention strategies development school wide	Maintain a cohesive discipline management plan

			Implementation	Monitoring Status		
Action Step	Project Lead	Staff/Resources	Timeline	Short Term	Long Term	
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Discussion through TL meetings and staff meetings as needed	Ensure support to staff that have behavior concerns	Maintain the reduction of referrals	
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Discussion through collaborative team meetings, and as the need arises	Implement strategies consistently	Strategies become evident school wide	

## **STUDENT PREVENTION**

Action Step		0. (())	Implementation	Monitoring Status	
	Project Lead	Staff/Resources	Timeline	Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Weekly social/emotional lessons. Zones of Regulation are reviewed throughout the week Review of procedures every 9 weeks Every nine weeks students are recognized	observation of weekly social and emotional lessons throughout the school. Praise positive behavior and citizenship	Student Management Counselor Survey PLC Notes
Monitor high risk areas.	All staff	Schedule (if necessary)	Weekly collaborative team meetings as the need arises	Monitor as needed	Sustain success outcomes

## STUDENT EDUCATION

	Draiast Load	Implementation	Monitoring Status		
Action Step Project Lead	Staff/Resources	Timeline	Short Term	Long Term	
Explain referral process/contacts.	All teachers	Referral Plan	Staff reviewed August 2018 and will continue as the need arises .	contact list	TEAMS data

## **STUDENT INTERVENTION**

Action Step		Staff/Resources	Implementation	Monitoring Status	
	Project Lead		Timeline	Short Term	Long Term
Apply classroom interventions.	All teachers		Weekly collaborative team meetings CMIT Meetings Kid Talk 4 times a year Parent conferences	students are identified at the beginning of school and strategic interventions are in place.	Student growth is evident throughout the year.
Employ discipline interventions.	Designated staff		Weekly collaborative team meetings	implement teams to discuss positive behavior strategies.	Discipline interventions will be evident school wide
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors		As the need arises	Implement conferencing with students	Conferences are taking place schoolwide
Conference with parents/students.	Teachers or other staff		As the need arises	Implement conferencing with parents	Parents provide feedback and observations thought the the year

# Parent Involvement

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Antion Stern			Implementation	Monitoring Status		
Action Step	Project Lead	Staff/Resources	Timeline	Short Term	Long Term	
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>		All teachers and staff	August 2018	Introduce PP at the beginning of the year and monitor subscription	Monitor PP subscriptions	
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>		All teachers and staff	August 2018	Allow access to school computers	Allow access to school computers	
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: State and Local</b>		Lisa Smith	August 2018 and as the need arises	Collect information and review guidelines/expect ations for website		
Communicate information through eNews and through hard copies when internet access Is not available. Funding source: State and Local		Judy Howle	Weekly Communication August 2018-June 2019	Provide enews information and explain purpose.	Collect data to confirm enews communication is being distributed to all parents.	

		a: 11/2	Implementation	Monitoring Status		
Action Step	Project Lead	Staff/Resources	Timeline	Short Term	Long Term	
Utilize social media to keep parents and community informed. Funding source: State and Local		Lisa SMith Principal	August 2018 and as the need arises	Inform parents of communication options	Monitor social media, remind and PTA sites consistently	
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local		PTA President Principal	August 2018-June 2019 bi-weekly as need bases	Meet with PTA president	Maintain communication	
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc). Funding source: State and Local		Rachel Blanton	August 2018-June 2019	Set up parent education meetings	Provide parent education meetings throughout the year as needed.	

# Transition

The campus will assist students in making a successful transition between elementary school to middle school.

Action Step	Dusiant Land	Chaff / Danamana	Implementation	Monitoring Status		
	Project Lead	Staff/Resources	Timeline	Short Term	Long Term	
Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	Rachel Blanton	Rachel Blanton	August 2018-June 2018 Weekly Guidance Lesson	Weekly Calendars is provided. Character Traits are established and incorporated monthly	Guidance topic promote skills to ensure that continue to improve through the learning process. the lessons are conducted throughout the year.	
Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	N/A	N/A	N/A	N/A	N/A	
<b>Elementary Title I Campuses</b> – Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre- kindergarten activities and are encouraged to work with their children at home. Participants will go home with a (Reading and Math program) RAMP Up for	Rachel Blanton	Rachel Blanton	October 2018 - May 2018 as needed	Review the needs of the committee/schoo I	workshops that	

		Implementation	Monitoring Status		
Action Step	Project Lead	Staff/Resources	Timeline	Short Term	Long Term
Kindergarten Kit, which includes directions, materials, and books for families to keep. Title I Components: 7 Funding source: State and Local					
Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local	N/A	N/A	N/A	N/A	N/A

# State Certified Teachers and Highly Qualified Paraprofessionals

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

		Staff/Resources	Implementation Timeline	Monitoring Status	
Action Step	Project Lead			Short Term	Long Term
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. by the <b>Title I Component 4 and 5</b> <b>Funding source: State and Local</b>	Professional Learning Department, Curriculum Department, and Campus Administrators	Operating Fund, HR Budget, Campus/Curriculum Budget	August 2018-May 2018	Mentor and Develop teacher leaders	Maintain and retain highly qualified teachers.

# Plano ISD

# **Comprehensive Needs Assessment**

The purpose of a Comprehensive Needs Assessment (CNA) is to examine multiple sources of data to identify the priority needs and direction for the school. This critical process is the pre-work to the development of the district and campus improvement plans and decisions regarding the justification for use of Federal and other funds. The data helps schools monitor and assess the impact of programs, instruction, and other resources related to student achievement by developing a school profile. (ESSA § 1114 (b), (1)(A) and TEC Sections 11.252(a)(1-2) and 11.253)

Complete the CNA and Gap Analysis and submit them electronically to Joana.Sorrels@pisd.edu

#### **Comprehensive Needs Assessment**

The Comprehensive Needs Assessment (CNA) includes the following 5-step process—which ultimately links the CNA to the review and development of the campus improvement plans. The CNA will document the effectiveness of educational programs for each and every student population served by determining "Strengths" and "Needs" for each area.

**Step 1:** Review the purpose and outcomes for conducting the CNA.

- **Step 2:** Establish committees for each of the eight area of the CNA and determine which types of data will be collected and analyzed by the committee. The principal may select the probing questions that the committee will further examine with accompanying data.
- Step 3: The CNA Committees will analyze the data and determine what are the strengths and needs of the campus and its representative groups using data to support their findings. The committee will document which areas were specifically reviewed and document the data sources used in their analysis. Outcomes for the CNA Committee are to identify and list:
  - Summary of Strengths practices and performances established at the campus, and
  - Summary of Needs potential areas for improvement.
- **Step 4:** The leadership team will determine which areas from the Summary of Needs are priorities for the campus and will be addressed in the campus improvement plan. Outcome for the leadership team is to list:

• *Priority Needs* – selected needs from the "Summary of Need" that will be identified as improvement actions in the campus improvement plan.

**Step 5:** The campus will connect the CNA to the campus improvement plan development and review process.

#### 1. STAAR Gap Analysis

Campus will use STAAR Summary Reports to identify areas for improvement within student groups and reporting categories.

#### 2. State and Local Assessments

Campus will analyze multiple sources of data based on applicable student groups to identify areas for improvement.

- Attendance and Truancy Data
- CogAT Data
- MAP Data
- PES Data
- Semester Exam Data
- STAAR and TELPAS Data
- TPRI and Tejas LEE Data

#### 3. Accountability and Evaluation Systems

- TAPR Texas Academic Performance Report
- State Accountability Data and Summary Report
- T-TESS Texas Teacher Evaluation and Support System
- Campus Walkthrough Data

#### 4. Surveys and Feedback

- Marzano HRS Surveys
- Strategic Plan Surveys
- PTA Feedback
- Title I Sponsored Parent Meeting
- School Safety Survey

#### 5. District and Campus Materials and Information

- District Curriculum Planner
- Master Schedule (including Title I Schedule)
- Duty Roster

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

#### Committee reviewed the following areas:

 X Enrollment
 Attendance

 Ethnicity
 Gender

 Mobility/Stability
 Special Program Participation

 At-Risk by Category
 x Teacher-Student Ratios

 Graduation, Completion, Dropout, and GED rates

 Course/Class Assignments

 College/University/Dual Credit/Advanced Placement Enrollment

#### Data sources that were reviewed:

🗆 TAPR	PEIMS		School Report Card
Accountability Su	immary Report		Edugence Enrollment Summary
Marzano HRS Indi	icator 1.4	$\Box$ Other:	Click here to enter data source reviewed.

**Probing Questions:** These questions facilitate dialogue about the data; determine strengths and needs; and develop priority and summary statements for this area. There may be other critical district and campus specific questions which are not reflected below. Committee members may generate a list of additional questions based on "what do we want to know," "why do we want to know" and "what data do we have or need to address the questions"?

- 1. What do enrollment numbers indicate?
- 2. How has the enrollment changed over the past three years?
- 3. What are the staff demographics?
- 4. What are the teacher/student ratios? How do these ratios compare to performance?

**Findings/Analysis:** Look for patterns in the data that reveal trends or insights about the school. A brief statement for each of the dimensions helps introduce or frame the

discussion of trends which emerge in the data, particularly across data sources. Identify statements about the strengths, as well as the priority need areas of the school.

#### SUMMARY OF STRENGTHS

- Small but stable enrollment
- Enrollment numbers have been somewhat stable over the past 3 years
- Core numbers have stayed the same
- Ratio changed from 1 to 24 and now 1 to 22 in K-4th

#### SUMMARY OF NEEDS

- Strengthening Intervention for small population of new kids
- Even with teachers, movement in positions just needs to find our new groove or new normal
- Ratio seems too slowly increase more demands are put on staff, how do we change this?

**Student Achievement** data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

#### Committee reviewed the following areas:

State Assessment Data	District Gap Analysis				
TELPAS	SAT/ACT/PSAT Results				
Advanced Course/Dual Enrollment Data	Course/Class Grades				
Texas Success Initiative (TSI) Data	Promotion/Retention Rates				
$\Box$ Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures					
$\Box$ Graduation, Completion, Dropout, and GED Rates; Diploma Types					
Classroom and Brogram Assossments and Other Data Student Work					

 $\square$  Classroom and Program Assessments and Other Data Student Work

#### Data sources that were reviewed:

District Gap Analysis	PES	🗆 CogAT	
State Accountability Data	TELPAS	🗆 TAPR	🗆 TPRI
🗆 Semester Exam Data	Marzano HRS Indicator 1.4		

□ Other: Click here to enter data source reviewed.

**Probing Questions** - These questions facilitate dialogue about the data; determine strengths and needs; and develop priority and summary statements for this area. There may be other critical district and campus specific questions which are not reflected below. Committee members may generate a list of additional questions based on "what do we want to know," "why do we want to know" and "what data do we have or need to address the questions"?

- 1. How is student achievement data disaggregated?
- 2. How does student achievement data compare from one data source to another?
- 3. In which areas are we showing growth? At what rate? Compared to which standard of achievement?
- 4. Which students are making progress? Why?
- 5. What impact are intervention programs having on student achievement? Which students are benefiting or not? Why?

**Findings/Analysis** - Look for patterns in the data that reveal trends or insights about the school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify statements about the strengths, as well as the priority need areas of the school.

#### SUMMARY OF STRENGTHS

- Econ. Disadvantage students reflected growth according the STAAR assessments Grade 3rd-5th
- Data is disaggregated during planning

#### SUMMARY OF NEEDS

- Increasing ESL achievement
- Working to increase met standards and mastered standards (STAAR)
- Need consistent data digs

#### PRIORITY NEEDS

- LEP/ ESL need for more focused intervention
- Met standard and Mastered standard need to show growth
- Consistent data disaggregation throughout the year.

# **PISD Comprehensive Needs Assessment**

**School culture** refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

#### Committee reviewed the following areas:

Surveys
 Focus Groups
 Feedback Data
 Parent Conferences, Meetings

QuestionnairesInterviewsWalkthrough Data

#### Data sources that were reviewed:

Strategic Plan Surveys (parent/student)
 Walkthrough Data
 Attendance and Truancy Data
 Other: Click here to enter data source reviewed.

□ School Safety Survey □Marzano HRS Indicators 1.1, 1.2, 1.6

Probing Questions - These questions facilitate dialogue about the data; determine

strengths and needs; and develop priority and summary statements for this area. There may be other critical district and campus specific questions which are not reflected below. Committee members may generate a list of additional questions based on "what do we want to know," "why do we want to know" and "what data do we have or need to address the questions"?

- 1. How do students describe the school climate? How does this compare to staff?
- 2. What evidence is there that students and staff are collectively aligned with the vision and mission of the school?
- 3. How do students and staff describe attitudes, respect, relationships, belonging, support, etc.?
- 4. How does this data compare across groups? Which groups respond in which manner?

**Findings/Analysis** - Look for patterns in the data that reveal trends or insights about the school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify statements about the strengths, as well as the priority need areas of the school.

#### SUMMARY OF STRENGTHS

- Happy Climate (Smiles)
- Evidence of student focused classrooms/teachers are dedicated for every child
- Miller staff fosters a climate of mutual respect and positive attitudes among students and staff.
- Grade levels function as families/collaborative, cohesive and operate as a team.

#### SUMMARY OF NEEDS

- Need to focus on how to quantify school culture and climate. Surveys? Data?
- Could we have guidance lessons that are aligned with school-wide visual posters that promote common language of school norms for each class and that are aligned with lessons for the week/merge into SEL lessons?
- derail negative talk about specific students/provide more positives throughout the year.
- Teacher recognition is needed: Trophies, or some type of visual to present to teachers throughout the year. (Promoting positive behavior)

**Staff Quality, Recruitment and Retention** refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

#### Committee reviewed the following areas:

□ Teacher Certification Data

Qualifications

Para/ Support Staff

□ Staff Mobility/Stability

□ T-TESS /Other Staff Effectiveness Data □ Teacher-Student Ratios

Professional Development Data
 Course/Class Completions, Grades Data

□ Course/Class Completions, Grades Data □ Recruitment and Retention Strategies □ Staff Effectiveness in Relation to Student Achievement

Stall Effectiveness in Relation to Student Achievement
 Stall Effectiveness in Relation to Student Achievement

□ Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.

□ Graduation, Completion, Dropout, and GED rates

#### Data sources that were reviewed:

□ TAPR □ T-TESS □ Marzano HRS Indicators 1.3, 1.7 □ Other: Click here to enter data source reviewed.

**Probing Questions** - These questions facilitate dialogue about the data; determine strengths and needs; and develop priority and summary statements for this area. There may be other critical district and campus specific questions which are not reflected below. Committee members may generate a list of additional questions based on "what do we want to know," "why do we want to know" and "what data do we have or need to address the questions"?

- 1. What does the general data reflect regarding teacher quality on the campus?
- 2. How are follow-up data regarding teacher performance provided to teachers?
- 3. How is highly effective staff assigned to work with the highest need students?
- 4. How are we using data to determine professional development for staff?

**Findings/Analysis** - Look for patterns in the data that reveal trends or insights about the school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify statements about the strengths, as well as the priority need areas of the school.

#### SUMMARY OF STRENGTHS

- All are highly qualified and certified wanting to grow
- T-TESS
- Informal walkthroughs
- Notes and brags
- Surveys
- Best practices followed
- Campus discussions and communication
- Eduphoria
- We are good at community building as a team within our school.

#### SUMMARY OF NEEDS

• More consistent support for the high needs students? How to track this data?

**PISD Comprehensive Needs Assessment** 

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

#### Committee reviewed the following areas:

□ Class, School, Special Program Schedules
 □ Differentiated Strategies and Processes
 □ Oth
 □ Instructional Design/High Yield Strategies
 □ Fou
 □ Horizontal/Vertical Team Alignment Processes

□ Standards-Based Curriculum Resources

Other Assessments

□ Foundation/Enrichment Course Materials

□ Scope & Sequence; Pacing Guides; Focus Documents

### Data sources that were reviewed:

 □ TEKS
 □ District Curriculum Planner
 □ Plano Walkthrough Data

 □ Edugence Semester Exam Item Analysis
 □ Edugence RTI Data

 □ Marzano HRS Indicator 1.4, 1.8
 □ Other: Click here to enter data source reviewed.

**Probing Questions** - These questions facilitate dialogue about the data; determine strengths and needs; and develop priority and summary statements for this area. There may be other critical district and campus specific questions which are not reflected below. Committee members may generate a list of additional questions based on "what do we want to know," "why do we want to know" and "what data do we have or need to address the questions"?

- 1. How is data used to inform curriculum, instruction, and assessment decisions?
- 2. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement?
- 3. What evidence supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has the effect been over time?
- **4.** How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc.?

**Findings/Analysis** - Look for patterns in the data that reveal trends or insights about the school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify statements about the strengths, as well as the priority need areas of the school.

#### SUMMARY OF STRENGTHS

- Data is used to help fill the gaps and drive instruction
- Instructional activities are foundational skill/building blocks
- Used instructional strategies that are researched based
- Research based programs are in place
- Kid Talk ,Extended Planning, Team planning and Instructional Specialist (all are aligned with student needs

#### SUMMARY OF NEEDS

- How do we provide more enrichment activities?
- The need to analyze data in depth and use the data to drive instruction and support planning. (ALL teachers and staff)
- Planning of student centered activities and using lead4ward to help plan/resources
- Using data to help differentiated data (Using meaningful focused data tools) School-wide

#### PRIORITY NEEDS

- How to analyze a cohesive variety of data to monitor student progress.
- Use data cohesively across the grade levels
- Use the Data Protocol
- Teach teachers how to use the data collected to foster instruction and develop individual plans for each student.

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

#### Committee reviewed the following areas:

Demographic Data
 Mobility/Stability
 Parent Volunteer Information
 Parent Activity Evaluations and Feedback
 Parent and Community Partnership Data
 Community Service Agencies and Support Services
 Family and Community Participation Counts by Type of Activity

#### Data sources that were reviewed:

PTA Feedback
 Title I Sponsored Parent meeting
 TAPR
 Marzano HRS Indicator 1.2, 1.6
 Other: Click here to enter data source reviewed.

**Probing Questions** - These questions facilitate dialogue about the data; determine strengths and needs; and develop priority and summary statements for this area. There may be other critical district and campus specific questions which are not reflected below. Committee members may generate a list of additional questions based on "what do we want to know," "why do we want to know" and "what data do we have or need to address the questions"?

- 1. What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities?
- 2. Which parents and community members are involved? What trends and patterns do we observe?
- 3. What types of community partnerships exist to support families and students?
- 4. How are families and the community members involved in school decisions?

**Findings/Analysis** - Look for patterns in the data that reveal trends or insights about the school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify statements about the strengths, as well as the priority need areas of the school.

#### SUMMARY OF STRENGTHS

- E News
- Conferences
- Parents are involved
- SBIC
- Spirit Nights/Silent Auction
- CMIT/ARD's
- Support from local community and businesses

#### SUMMARY OF NEEDS

- How do we build an overall awareness/communication about PTA (being a face for staff and parents) including all parents
- Need to organize unified community/PTA partnership.
- School-wide use of SEE-SAW app.
- Communication with parents for both classroom and specials.
- Communication effectively to meet the needs of all families (electronic, paper copies of important events and information)

**School Context and Organization** refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

### Committee reviewed the following areas:

School Structure or Make-Up, e.g., Teaming, Looping, etc.
 Decision-Making Processes
 Leadership: Formal and Informal
 Master Schedule
 Duty Rosters
 Supervision Structure Support Structures: Mentor Teachers
 Schedule for Student Support Services, e.g., Counseling, Social Work, Library,
 School Map & Physical Environment
 Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.

□ Program Support Services, e.g., Extracurricular Activities, After-School Programs, etc. □ Communication: Formal and Informal

### Data sources that were reviewed:

□ Strategic Plan Surveys
 □ Master Schedule
 □ Title I Schedule
 □ Marzano HRS Indicator 1.3, 1.5
 □ Other: Click here to enter data source reviewed.

**Probing Questions** - These questions facilitate dialogue about the data; determine strengths and needs; and develop priority and summary statements for this area. There may be other critical district and campus specific questions which are not reflected below. Committee members may generate a list of additional questions based on "what do we want to know," "why do we want to know" and "what data do we have or need to address the questions"?

- 1. How is adequate time devoted to subjects in which students perform poorly?
- 2. How do teachers have a voice in decision making and school policies?
- 3. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?
- **4.** Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?

**Findings/Analysis** - Look for patterns in the data that reveal trends or insights about the school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify statements about the strengths, as well as the priority need areas of the school.

#### SUMMARY OF STRENGTHS

- I/E Time is specific and targets
- Discussion at team leaders
- Surveys
- Trust the Principal

#### SUMMARY OF NEEDS

- Allow for teachers to provide more problem solving when providing input.
- No choice on district assessments
- How can we make sure that all teachers aren't tied to the formal assessment?

**Technology** refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

#### Committee reviewed the following areas:

□ Technology Infrastructure, Networks, etc.

- □ Technology Hardware and Software
- □ Classroom Technology Needs by Area, Class, Department, etc.
- □ Needs in Technology
- □ Professional Development/Teacher Preparation
- □ Leadership and Administrative Support
- □ Structures for Tech. Implementation
- □ Resource Allocations
- □ Technology Policies and Procedures
- □ Technology Plan
- □ Assessment of Technology Skills for Students, Staff and Other Stakeholders

#### Data sources that were reviewed:

Strategic Plan Surveys
 Marzano HRS Indicator 1.8
 District Technology Plan
 Other: Staff created survey from adminstration

**Probing Questions** - These questions facilitate dialogue about the data; determine strengths and needs; and develop priority and summary statements for this area. There may be other critical district and campus specific questions which are not reflected below. Committee members may generate a list of additional questions based on "what do we want to know," "why do we want to know" and "what data do we have or need to address the questions"?

- 1. What is the technology proficiency for staff and students?
- 2. How does staff feel about technology?
- 3. What types of technology professional development have we provided? What was the impact for staff and students?
- 4. In which content areas are we using technology and how? What is the effect?
- **5.** How is technology utilized to support curriculum, instruction, and assessment integration and implementation?

**Findings/Analysis** - Look for patterns in the data that reveal trends or insights about the school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify statements about the strengths, as well as the priority need areas of the school.

#### SUMMARY OF STRENGTHS

- All areas, high student/increased involvement
- Proficient
- Additional Chromebook training

#### SUMMARY OF NEEDS

- Chromebook training needed (BOY)
- Need time to practice what is learned and share back with colleagues.
- Need PD on technology resources tailored to needs of each grade level.
- A list of technology app/resource per curricular area accessible.
- Digital citizenship lessons for both students and staff. Collaborative team for technology.
- Technology focus each week for students.

#### PRIORITY NEEDS

- The use of technology and the professional development provided to meet the needs of the teacher and students.
- Teacher need to be more proficient on technology use and used in a purposeful way.
- Prodive training and support

**Problem Statements** (TEC §39.106) are concise and objective statements that reflect the current state according to the data. These statements do not assign causation as to why a gap in the data exists or provide solutions to the problems. Essentially problem statements capture the "where you are" compared to "where you want to be." These statements articulate the gaps in data that create the starting point for a needs assessment process.

**Root Cause Analysis** identifies WHY the problem has occurred. The team should generate a list of reasons why a problem might be occurring, then identify which items can be directly controlled by the campus or district and those items that can only be influenced. The campus will want to focus its efforts on the possible reasons for the problem (root causes) that are in the list of items under its control.

#### Effective problem statements meet the following criteria:

$\Box$ Substantiated by facts and data	$\Box$ Include specific details (who, what ,when)	improvement plan. Consider th
Written objectively	$\Box$ Focus on a single, manageable issue	1. Which problem statement(s)
Use concise language	Avoids causation or assigning solutions	2. Which problem statement(s)
□ Has relevance		3. Which problem statement(s)

## Prioritizing problem statements is a critical step when identifying areas to target in an improvement plan. Consider the following questions:

- 1. Which problem statement(s) address our areas of low performance/need?
- 2. Which problem statement(s) impact the greatest numbers of students?
- 3. Which problem statement(s) focus on student achievement?
- 4. Which problem statement(s) are manageable, relevant & focus efforts on core Issues?

	Problem Statements to be Addressed in the Campus Improvement Plan	
Problem Statement <sup>#</sup> 1	<ul> <li>Based on the BOY Technology survey, 50% of Miller teachers and staff rated themselves as "not proficient" when implementing technology in the classroom.</li> </ul>	
Problem Statement <sup>#</sup> 2	• Based on the PLC Survey, 26% of staff agree they do not meet regularly (monthly) to analyze student data.	

## Demographics Demographics refer to all of the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs. Questions: What do enrollment numbers indicate? How has the enrollment changed over the past three years? What are the staff demographics? What are the teacher/student ratios? How do these ratios compare to performance? • Needs Strengths Small but stable enrollment Strengthening Intervention for small population of ٠ ٠ Enrollment numbers have been somewhat stable over new kids the past 3 years. Even with teachers, movement in positions just needs to find our new groove or new normal Lots of women Ratio seems too slowly increase more demands are Core numbers have stayed the same put on staff, how do we change this? Ratio changed from 1 to 24 and now 1 to 22 in K-4th (Aug)Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

- How is student achievement data disaggregated?
- How does student achievement data compare from one data source to another?
- In which areas are we showing growth? At what rate? Compared to which standard of achievement?
- Which students are making progress? Why?
- What impact are intervention programs having on student achievement? Which students are benefiting or not? Why?

Strengths	Needs
<ul> <li>Econ. Disadvantage students reflected growth according the STAAR assessments Grade 3rd-5th</li> <li>Data is disaggregated during planning</li> </ul>	<ul> <li>MMARY OF NEEDS</li> <li>Increasing ESL achievement</li> <li>Working to increase met standards and mastered standards (STAAR)</li> <li>Need consistent data digs</li> </ul>
	<ul> <li>LEP/ ESL need for more focused intervention</li> <li>Met standard and Mastered standard need to show growth</li> <li>Consistent data disaggregation throughout the year.</li> </ul>

## School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

- How do students describe the school climate? How does this compare to staff?
- What evidence is there that students and staff are collectively aligned with the vision and mission of the school?
- How do students and staff describe attitudes, respect, relationships, belonging, support, etc.?
- How does this data compare across groups? Which groups respond in which manner?

Strengths	Needs
<ul> <li>Happy Climate (Smiles)</li> <li>Evidence of student focused that teachers are here for every child</li> <li>Foster a climate of mutual respect and positive attitudes among students and staff.</li> <li>Grade levels function as families</li> </ul>	<ul> <li>How do we quantify this? Surveys? Data?</li> <li>Could we have guidance lessons that are aligned with visual posters for each class and aligned with lessons for the week/merge into SEL lessons?</li> <li>Cut out the negative talk about specific students/provide more positives throughout the year.</li> <li>Teacher recognition: Trophies, or Some type of visual to present to teachers throughout the year. (Promoting positive behavior)</li> </ul>

## Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in highpoverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Questions:

- What does the general data reflect regarding teacher quality on the campus?
- How are follow-up data regarding teacher performance provided to teachers?
- How is highly effective staff assigned to work with the highest need students?
- How are we using data to determine professional development for staff?

Strengths	Needs
<ul> <li>All are highly qualified and certified wanting to grow</li> <li>T-TESS</li> <li>Informal walkthroughs</li> <li>Notes and brags</li> <li>Surveys</li> <li>Best practices followed</li> <li>Campus discussions and communication</li> <li>Eduphoria</li> <li>We are good at community building as a team within our school.</li> </ul>	<ul> <li>More consistent support for the high needs students? How to track this data?</li> </ul>

## Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

- How is data used to inform curriculum, instruction, and assessment decisions?
- How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement?

- What evidence supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has the effect been over time?
- How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc.?

Strengths	Needs
<ul> <li>Data is used to help fill the gaps and drive instruction</li> <li>Instructional activities are foundational skill/building blocks</li> <li>Used instructional strategies that are researched based</li> <li>Research based programs are in place</li> <li>Kid Talk ,Extended Planning, Team planning and Instructional Specialist (all are aligned with student needs)</li> </ul>	<ul> <li>How do we provide more enrichment activities?</li> <li>The need to analyze data in depth and use the data to drive instruction and support planning. (ALL teachers and staff)</li> <li>Planning of student centered activities and using lead4ward to help plan/resources</li> <li>Using data to help differentiated data (Using meaningful focused data tools) School-wide</li> </ul>

## Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

- What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities?
- Which parents and community members are involved? What trends and patterns do we observe?
- What types of community partnerships exist to support families and students?
- How are families and the community members involved in school decisions?





E News	How do we build an overall
Conferences	awareness/communication about PTA (being a face
Parents are involved	for staff and parents) including all parents
SBIC	<ul> <li>Need to organize unified community/PTA partnership</li> </ul>
Spirit Nights/Silent Auction	<ul> <li>School-wide use of SEE-SAW app.</li> </ul>
CMIT/ARD's	Communication with parents for both classroom and
Support from local community and businesses	specials.
	Communication effectively to meet the needs of all
	families (electronic, paper copies of important events and information)

## School Context and Organization

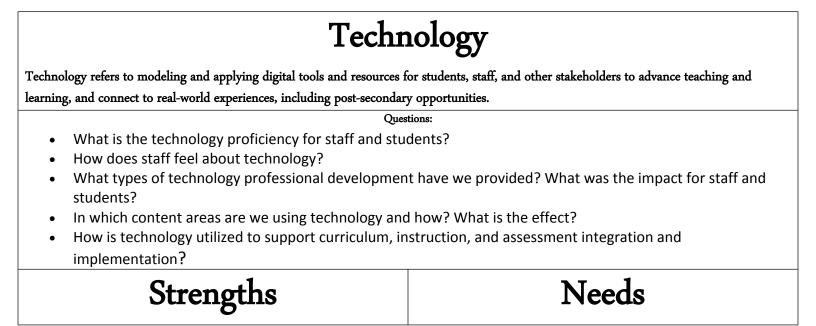
School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

- How is adequate time devoted to subjects in which students perform poorly?
- How do teachers have a voice in decision making and school policies?
- What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?
- Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?

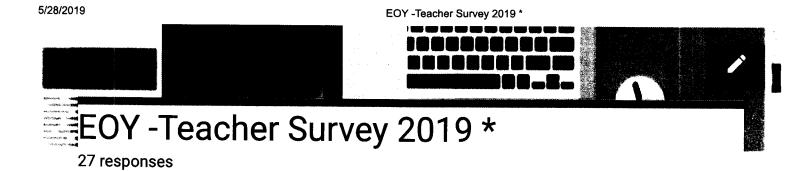




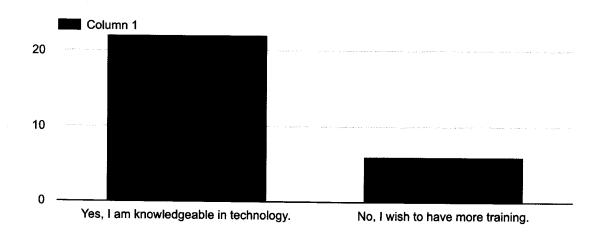
<ul> <li>I/E Time is specific and targets</li> <li>Discussion at team leaders</li> <li>Surveys</li> <li>Trust the Principal</li> </ul>	<ul> <li>Allow for teachers to provide more problem solving when providing input.</li> <li>No choice on district assessments</li> <li>How can we make sure that all teachers aren't tied to the formal assessment?</li> </ul>



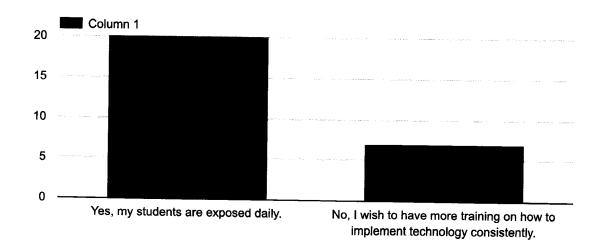
<ul> <li>All areas, high student/increased involvement</li> <li>Proficient</li> </ul>	<ul> <li>Chromebook training needed</li> <li>Need time to practice</li> </ul>
<ul> <li>Proficient</li> <li>Additional Chromebook training</li> </ul>	<ul> <li>Need time to practice</li> <li>Need PD on technology resources tailored to needs of each grade level.</li> <li>A list of technology app/resource per curricular area</li> <li>Digital citizenship for both students and staff. Collaborative team for technology.</li> </ul>



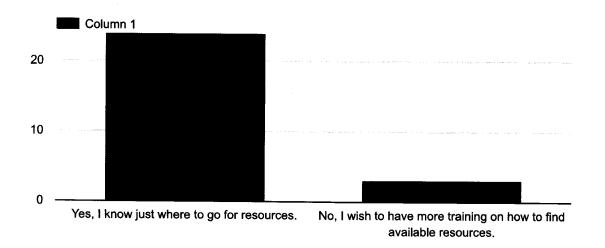
## I feel that I have had adequate technology training?



I have enough time to prepare and implement technology- based lessons daily.



I am aware of the resources available by the district that can help me learn how to integrate technology.



## Now that you have had the opportunity to utilize technology to support curriculum, instruction, and assessment in your classroom, share your success.

17 responses

I would like more P.E. - related training, but that is something that I will contact my Dept. Head for. My goal is to include more technology in P.E. next year.

I love using technology in music class! The kids (for the most part) know enough digital literacy to make the use of technology without it taking over my entire class time!

At the end of the Invitation to Imitate writing, my students post their writing on menti.com. They love using the microphone to read their writing aloud to their classmates. Using Formative Assessment is an excellent to tool to compare students' math strategies and depth of knowledge.

See saw and Nearpod are great and my favorite to use!

Students have been able to explore different types of apps that enhance their learning. After completing a technology surgery at the beginning of the year and then the end of the year I was able to see growth and knowledge within technology.

Thank you.

I have used technology more this year than any other year. Having said, (typed, :) that I need to find more time to explore and experiment which is hard to do with correcting papers, collecting data, doing sped paperwork etc. Lots of details need to be addressed and then find time for this also is difficult for me to do it seems.

All of my students are using Learning Ally as a tool to supplement their reading instruction in Take Flight.

I believe the Nearpod training was effective as it was quick but still showed me the ropes. I was able to take on learning Go Guardian and learned a lot about how to keep my students engaged, to the point where I was able to help my coworkers out with the app

My kids are very independent with the technology in the classroom. I do think even though I am comfortable with using technology within my lessons, technology is ever changing and I think technology training needs to continue to update us on new things coming out.

Still struggling to incorporate it more but I have such specific programs I teach it can be hard. I do try!

Lisa Coolbaugh-Smith

Students understand that the technology in our rooms are tools not toys.

Use of Nearpod and other tech resources...ability to use go guardian to monitor students...allow students from all grade levels to understand and use google drive or research websites

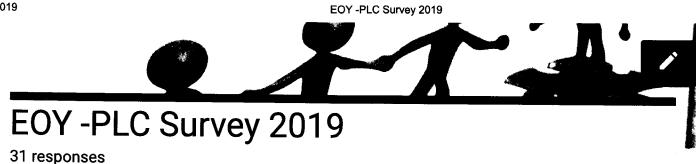
I think students enjoy the technology and I use it on a regular basis, but I think they are losing "something" because they are exposed to too much technology.

I use Nearpod for a morning check-in as well as activities to enrich academics. I also use Google Classroom and Kahoot. Go Guardian is used to monitor student activity.

Still learning

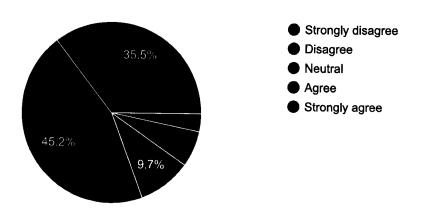
This content is neither created nor endorsed by Google. Report Abuse - Terms of Service

Google Forms

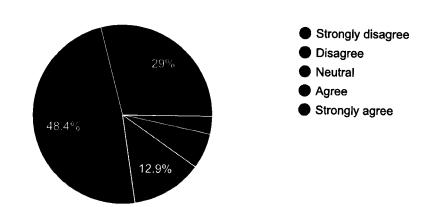


We have an agreed-upon set of meeting norms in our PLC team (for example, expectations for participant behaviors during meetings).

31 responses

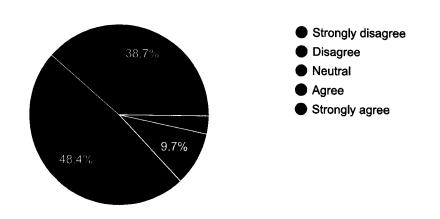


We follow our meeting norms consistently at PLC collaborative meetings.



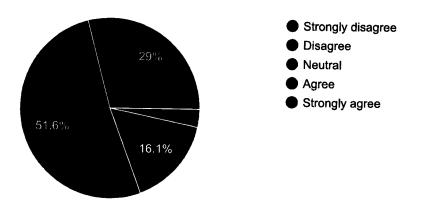
## We have clear tasks to perform at our collaborative PLC meetings.

31 responses



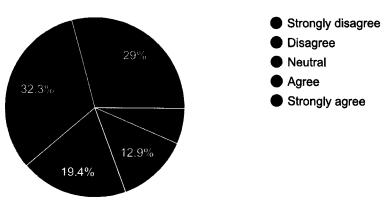
My PLC team(collaborative team) has worked to define the most important student learning goals in our content areas.

31 responses



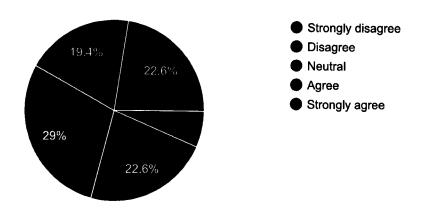
In my PLC team(collaborative team), we regularly administer common assessments to our students (in other words, all students complete the same assessment).

EOY -PLC Survey 2019



As a PLC (collaborative team), we regularly analyze data from students' common/unit assessments.

31 responses

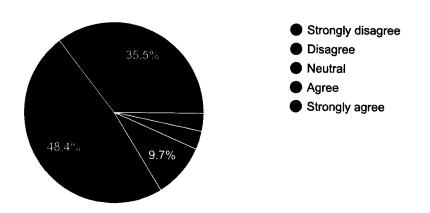


# As a PLC (collaborative team), we spend time analyzing, comparing, or scoring student work samples?

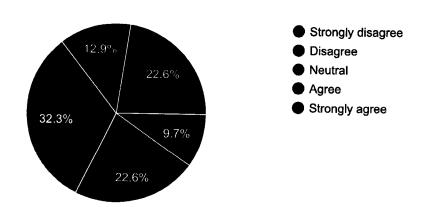


As a PLC team, we regularly discuss how our specific instructional practices affect student learning and how changes in our instructional practices might lead to changes in student learning.

31 responses

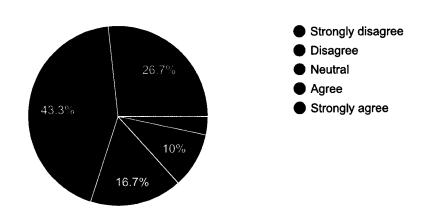


As a PLC team, we regularly (at least monthly) analyze data from students' weekly/common/unit assessments.



## As a PLC team, we have a clear understanding of the PLC process.

30 responses



## This content is neither created nor endorsed by Google. Report Abuse - Terms of Service

**Google** Forms



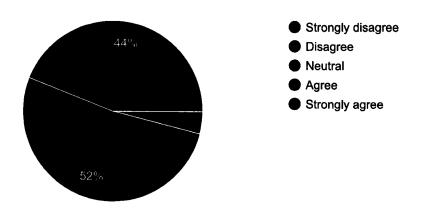
PLC Survey 2018-Beginning of Year



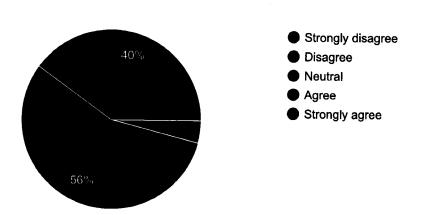
25 responses

We have an agreed-upon set of meeting norms in our PLC team (for example, expectations for participant behaviors during meetings).

25 responses

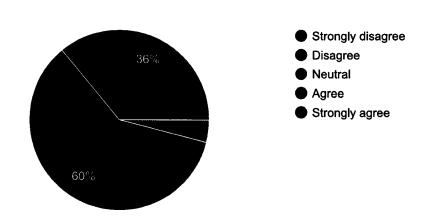


We follow our meeting norms consistently at PLC meetings.



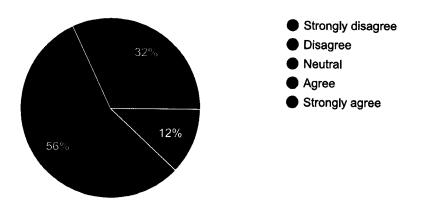
## We have clear tasks to perform at our PLC meetings.

25 responses



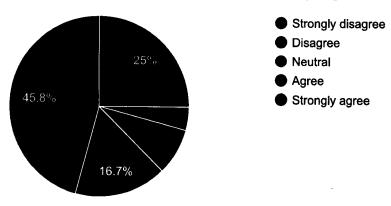
My PLC team(collaborative team) has worked to define the most important student learning goals in our content areas.

25 responses



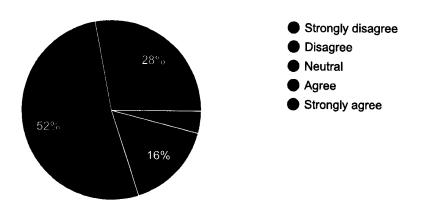
In my PLC team(collaborative team), we regularly administer common assessments to our students (in other words, all students complete the same assessment).

PLC Survey 2018-Beginning of Year



As a PLC (collaborative team), we regularly analyze data from students' common assessments.

25 responses

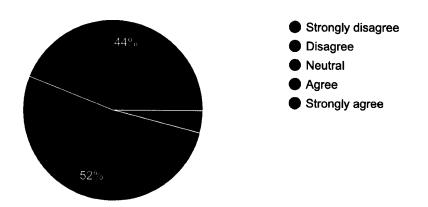


As a PLC (collaborative team), we spend time analyzing, comparing, or scoring student work samples?

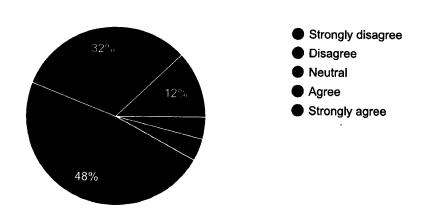


As a PLC team, we regularly discuss how our specific instructional practices affect student learning and how changes in our instructional practices might lead to changes in student learning.

25 responses

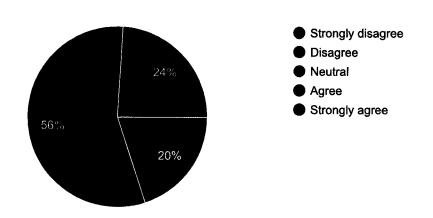


As a PLC team, we regularly (at least monthly) analyze data from students' weekly assessments.



## As a PLC team, we have a clear understanding of the PLC process.

25 responses



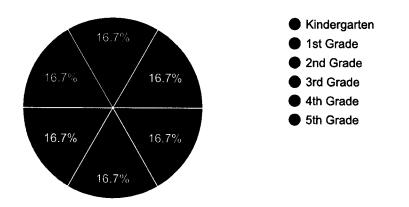
### This content is neither created nor endorsed by Google. Report Abuse - Terms of Service

**Google** Forms



### **Grade Level**

6 responses



## What is an area where most students struggled?

6 responses

We noticed a group of our lower students still struggled with the making 10 with models.

stamina- in all subjects

The questions where there were several answers that seemed right. They also struggled with assonance. We had only talked about it once in this unit so they could not remember what it was.

Generating ideas about a specific topic.

Problem Solving/Multi-step Problem Solving

Higher Order Thinking

## What do we believe is the cause?

6 responses

1 to 1 correspondence, automaticity with subitizing, seeing a number broken down into smaller groups

they easily lose interest due to most likely growing up with technology as a babysitter

This is their first time taking a test like this. They are not used to the reading stamina needed for a reading comprehension test. If they chose not to use their strategies, they did not do well. The kids who used THIEVES did best overall.

### Age development

Reading comprehension combined with thinking/reasoning to plan appropriate steps, equations to solve multi-step problems.

Many appear to want the teachers or others to justify their thinking. It's hard. They're afraid to make mistakes, rather than seeing mistakes as opportunities for learning.

## Which of your students need additional time and support to achieve at or above proficiency on an essential learning?

6 responses

If extra time was needed it was for our tier 2 kids.

Most of Miss J's class (logan, Sloan, Liam mostly), Zach, Lucia P, Shoaib,

All of our CMIT, 504, and SPED friends. In general, the students did well to finish in the time given.

Our Tier 2 and 3 reading students need additional support.

Those who are typically Tier 2/3.

Bubble kids, those close to passing, but in danger of failing.

## What is your plan to enrich and extend the learning for students who are highly Proficient?

Have them working with word problems and missing number problems. We differentiate the numbers to challenge them along with the multiple addends.

Give them more challenging, thought provoking assignments, assignments with more steps & creativity

The students who were already proficient had to prove their answers. They were encouraged to give appropriate short answers. This is new skill for them.

We are focusing on adding more detailed and descriptive writing expectations that focus on advanced vocabulary.

They participate as peer mentors to reteach and in the process, strengthen their own abilities to communicate methods and reasoning. They model methods for the class.

Differentiation. Collaboration with PACE teacher. Challenge questions as needed.

## What strategies were used by teammates whose students performed well?

6 responses

exposure and practice with multiple hands on manipulatives to show learning

patience, redirection, modified assignments, give the students time to mature.

We plan together and use similar strategies. All of our results were aligned similarly.

Modeling and generating ideas as a whole.

N/A

Repetition. Seeing different ways of solving problems. Modeling. Small-group instruction.

## What is our plan for improving our results?

6 responses

Continue with AMC intervention time four times a week along with reteaching at teacher table in the classroom.

continue to monitor and adjust as needed. Provide extension for the highers, more teacher directed for the lowers because it spans in all subject areas.

We will continue to practice, emphasize strategies, and expose them to this more.

With additional guidance and writing intervention we feel students will improve. We will focus on incorporating sentence stems, vocabulary, and rubrics.

Guided learning, peer mentoring, reteaching for understanding, increased confidence in math!

Repetition. Seeing different ways of solving problems. Modeling. Small-group instruction. Continue analyzing data.

This content is neither created nor endorsed by Google. Report Abuse - Terms of Service

## Google Forms

# SBIC SITE BASED IMPROVEMENT COMMITTEE

# MILLER ELEMENTARY 5651 COVENTRY DR, RICHARDSON, TX 75082

# PLANO ISD AND MILLER ELEMENTARY MISSION STATEMENTS

## Plano ISD Mission

The mission of the Plano Independent School District is to provide an excellent education for all students.

## Miller Elementary Mission

The mission of the Miller Elementary Community is to provide opportunities for every student to be actively engaged in learning and strive to be motivated lifelong learners. Our teachers are committed to assessing individual needs and providing interventions in order to build a strong educational foundation

# MILLER GOALS AND CRITICAL ACTIONS 2018-2019

- Based on the BOY Technology survey, 50% of Miller teachers and staff rated themselves as "not proficient" when implementing technology in the classroom.
- Based on the PLC Survey, 26% of staff agree they do not meet regularly (monthly) to analyze student data.

# <u>Review</u>

<u>A Year at a Glance</u>

- PLC Data Analysis-Teachers have learned in more depth how to collaborate and use data to drive instruction.
- Technology Increased technology proficiency with our teachers and students.

2017-2018 - Level 1 Safe, Supportive and collaborative schools

2019/2020 -Level 2 Effective Teaching in Every CLassroom (Continue Planning Protocol/Collaborative Team Framework)



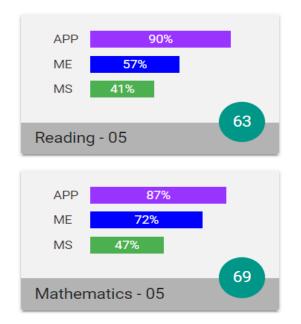
# **Data** 5th Grade STAAR Scores

## 2019

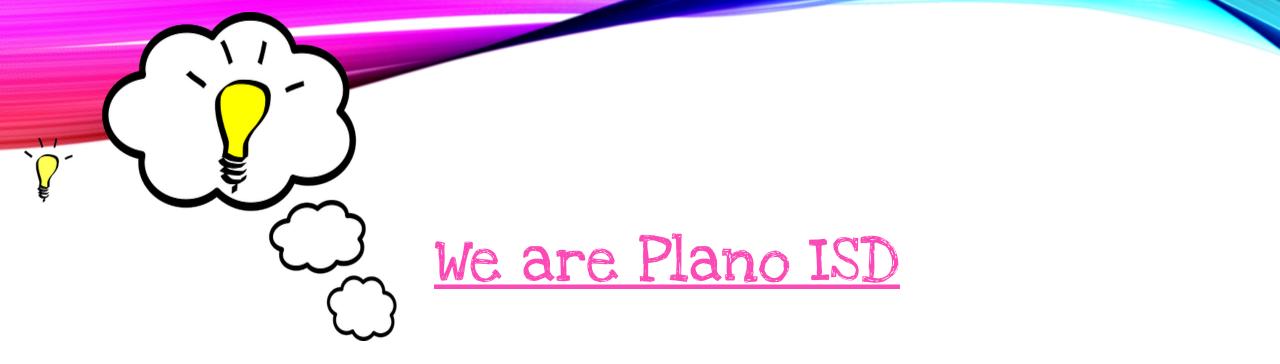
## 2018

#### Performance - Miller (Tested Enrollment 1st Admin only)

(Includes all Test Versions and Test Languages combined)



#### Performance - Miller (Tested Enrollment 1st Admin only) Overview Details By Test 2018 16% 26% 22% 2018 2018 25% 22% 46% 36% 21% 30% 43% 2017 9% 23% 15% 2017 23% 31% 2017 26% 16% 53% 38% 54% 2016 35% 24% 37% 2016 13% 38% 2016 14% 25% 48% 56% Reading - 03 Reading - 04 Reading - 05 2018 18% 29% 20% 33% 2018 2018 25% 27% 14% 35% 42% 46% 2017 119 25% 23% 2017 16% 38% 21% 25% 2017 9% 26% 41% 61% 2016 14% 23% 2016 33% 30% 2016 22% 24% 30% 61% 51% Mathematics - 03 Mathematics - 04 Mathematics - 05





### Plano Independent School District Campus Improvement Plan

### **Miller Elementary School**

5651 Coventry Dr.

Richardson, TX 75082

## 2018-2019

#### **Table of Contents**

Vision and Mission Statements for District and Campus	3
Campus Information	4
State Goals and Objectives	5
Site-Based Improvement Committee Members	6
State Compensatory Education Program Information	8
Title I Program Information	9
Comprehensive Needs Assessment Summary	11
Critical Action #1	15
Critical Action #2	16
Critical Action #3	18
Critical Action #4	19
Critical Action #5	
Health, Fitness and Attendance	21
Violence Prevention and Bullying	25
Parent Involvement	29
Transition	31
State Certified Teachers and Highly Qualified Paraprofessionals	33

#### Vision and Mission Statements for District and Campus

#### **Plano ISD Vision Statement**

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

#### **Plano ISD Mission Statement**

The mission of the Plano Independent School District is to provide an excellent education for each student.

#### **District Goals**

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

#### **Campus Mission Statement**

The mission of the Miller Elementary Community is to provide opportunities for every student to be actively engaged in learning and strive to be motivated lifelong learners. Our teachers are committed to assessing individual needs and providing interventions in order to build a strong educational foundation.

#### **Campus Information**

**Administration Team** 

Principal, Jennifer Bero

Assistant Principal, Kijafa Tilford

#### About Us

#### **Campus Status**

X Title III English Language Learner Campus

Non-Title I Campus

Title I School-wide Campus

#### Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 09/05/2018 03:00 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/24/2019 03:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/02/2019 03:00 pm

#### State Goals and Objectives

#### The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

#### The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

#### **TEA Strategic Priorities**

Goal #1 - <b>Recruit</b> , <b>support</b> , and <b>retain</b> Teachers and Principals.	Goal #2 - Build a <b>foundation</b> of <b>reading</b> and <b>mathematics</b> .
--	--

Goal #3 - Connect high school to **<u>career</u>** and <u>**college**</u>.

Goal #4 - Improve low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: <u>http://tea.texas.gov/About\_TEA/Welcome\_and\_Overview/TEA\_Strategic\_Plan/</u>

#### Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Matt Mitchell	Faculty Member	2017			
Ha Lobo	Faculty Member	2017			
Dominique Cline	Faculty Member	2018			
Sally Mooter	Faculty Member	2017			
Ashley Davis	Faculty Member	2017			
Cindy Reis	Faculty Member, Special Ed	2017			
Jennifer Bero (Continued)	Principal	2016			
ТВА	District Professional	2018			
Rachel Blanton	Campus Professional, Non-teaching	2017			
Kijafa Tilford	Support Staff Member	2017			
Lisa McClinnton	Parent-Selected by PTA	2017			
Janet McWhinnie	Parent-Selected by Principal	2017			
Maverick Uy	Parent	2017			
Mandy Turner	Parent	2017			
Amanda Parent	Parent	2017			
Yvonne Tran	Parent	2018			
Paul Garrett	Community Member	2017			
Crystal Arnold	Community Member	2018			
Patty Stone	Business Representative	2017			
Jason Rowan	Business Representative	2018			
Huong Justine Tran	Parent	2018			

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Joshua Windland	Faculty Member	2018			
Felicia Zimmer	Parent	2018			
Pavoni Jagarlamudi	Parent	2018			

#### **State Compensatory Education Program Information**

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD's compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

- 1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- 3. was not advanced from one grade level to the next for one or more school years;
- 4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- 5. is pregnant or is a parent;
- 6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- 7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
- 8. is currently on parole, probation, deferred prosecution, or other conditional release;
- 9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- 10. is a student of limited English proficiency, as defined by Section 29.052;
- 11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- 12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- 13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

#### **SCE Program Funding**

SCE Total	\$	State Compensatory Ed funds allocated for allowable supplemental resources and staff.
-----------	----	---

#### **Title I Program Information**

#### **Title I - Schoolwide Components**

- 1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
- 2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
- 3. Instruction by state certified qualified teachers.
- 4. In accordance with section 1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
- 5. Strategies to attract state certified high-quality teachers to high-need schools.
- 6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- 8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

#### Title I, Part A Program Funding

Staffing	\$ Total Funding for Title I Support Teachers (including tutoring, adult temp staff) and for Paraprofessionals.
Professional and Consulting Services	\$ Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	\$ Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	\$ Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	\$ Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

#### **Comprehensive Needs Assessment Summary**

Area Reviewed	Summary of Strengths What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	1.Small but stable enrollment 2.Enrollment numbers have been somewhat stable over the past 3 years 3.Core numbers have stayed the same 4.Ratio changed from 1 to 24 and now 1 to 22 in K-4th	<ul><li>population of new kids.</li><li>2 Movement in positions / grade levels needs to remain consistent.</li></ul>	1. Sustaining the ratio of students to teachers.
Student Achievement	1.Econ. Dis. students reflects growth according to the STAAR data Grades 3-5. 2.Data is reviewed	1.Increasing ESL achievement 2.Working to increase met standards and mastered standards (STAAR) 3.Need consistent data digs throughout the grade levels	2.Met standard and Mastered standard
School Culture and Climate	<ul> <li>classrooms/teachers are dedicated to every child</li> <li>3. Miller staff fosters a climate of mutual respect and positive attitudes among students and staff.</li> <li>4. Grade levels function as</li> </ul>	<ul> <li>1.Increased focus on how to quantify school culture and climate. Surveys? Data?</li> <li>2.Increased guidance lessons that are aligned with school-wide visual posters that promote common language of school norms for each class and that are aligned with lessons for the week/merge into SEL lessons?</li> </ul>	1.Teacher recognition

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
		<ol> <li>Derail negative talk about specific students/provide more positives throughout the year.</li> <li>Teacher recognition is needed: Trophies, or some type of visual to present to teachers throughout the year. (Promoting positive behavior)</li> </ol>	
Staff Quality/ Professional Development	<ul> <li>1.All are highly qualified and certified wanting to grow</li> <li>T-TESS</li> <li>2.Informal walkthroughs</li> <li>3.Notes, Brags, Surveys</li> <li>4.Campus discussions and communication</li> <li>5.Eduphoria</li> <li>6.Cohesive community building as a team within our school.</li> </ul>	1.More consistent support for the high needs students? How to track this data?	1.Increase communication
Curriculum, Instruction, Assessment	<ul> <li>and drive instruction</li> <li>2.Instructional activities are foundation skill/building blocks</li> <li>3.Used instructional strategies that are researched based</li> <li>4.Kid Talk ,Extended Planning, Team</li> </ul>	<ol> <li>How do we provide more enrichment activities?</li> <li>The need to analyze data in depth and use the data to drive instruction and support planning. (ALL teachers and staff)</li> <li>Planning of student centered activities and using lead4ward to help plan/resources</li> </ol>	data to monitor student progress and

Area Reviewed	Summary of Strengths What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?		
		4. Using data to help differentiated data (Using meaningful focused data tools) School-wide			
Family and Community Involvement	E News Conferences Parental involvement Spirit Nights/Silent Auction CMIT/ARD's Support from local community and businesses	<ul> <li>1.How do we build an overall awareness/communication about PTA (being a face for staff and parents) including all parents</li> <li>2.Need to organize unified community/PTA partnership.</li> <li>3.School-wide use of SEE-SAW app.</li> <li>4. Increased communication with parents for both classroom and specials.</li> <li>5. Communication effectively to meet the needs of all families (electronic, paper copies of important events and information)</li> </ul>	N/A		
School Context and Organization	<ul><li>1.I/E Time is specific and targets</li><li>2.Discussion at team leaders</li><li>3.Surveys</li><li>4.Trust the Principal</li></ul>	<ul><li>1.Allow for teachers to provide more problem solving when providing input.</li><li>2.No choice on district assessments</li><li>3.How can we make sure that all teachers aren't tied to the formal assessment?</li></ul>	N/A		
Technology	All areas, high student/increased involvement Proficient	1. Chromebook training needed based on teacher survey(BOY)	1. The use of technology and increased professional development provided to		

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
	Additional Chromebook training	<ol> <li>Need time to practice (technology) what is learned and share back with colleagues.</li> <li>Need PD on technology resources tailored to needs of each grade level.</li> <li>A list of technology app/resource per curricular area accessible.</li> <li>Digital citizenship lessons for both students and staff.</li> <li>Collaborative teams need to be developed for technology.</li> <li>Technology focus each week for students/staff.</li> </ol>	meet the needs of the teacher and students.

Problem Statement	Based on the BOY Technology survey, 50% of Miller teachers and staff rated themselves as an "not proficient" when implementing technology in the classroom.
Root Cause and Strategy	(a) We will work to identify specific teacher needs to ensure proper training is in place. (b) We will review the teacher survey data and address the responses to provide quality training.
Goal	Increase technology proficiency(teacher) in each classroom.
Project Lead	Campus Administrators, Enrichment Team, Staff
Staff, Title I Staff	Grade Level Team Teachers, Enrichment Specialist (dyslexia, ESL, PACE and Instructional Coach), Counselor
Materials and Resources	District Technology, Mid and EOY survey, PDH on campus.

Action Step(s)	Resource Description	Туре	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<ol> <li>Extend PDH focused on technology use in the class (teacher and student)</li> <li>Monitor/Survey throughout the year the use of technology and teacher/student response to the use of technology.</li> </ol>				1.Professional Development meeting (scheduled throughout the school year) 2. Weekly collaboration planning meetings supporting technology focus. 3. Admin walk- through's, observing technology being used. 4.Extended planning (3 times this year)	<ol> <li>MLP training logs agenda, surveys, and materials</li> <li>Weekly Planning meeting notes.</li> <li>Walk-through feedback and data collected.</li> <li>Extended planning notes and survey</li> <li>MOY and EOY Technology survey .</li> <li>Technology PLC 4x's a year</li> </ol>	Increase proficiency use of technology in the classroom by providing focused PDH and implementing training.	Lesson plans will reflect technology use. Instruction will be aligned with effective technology use (student and teacher interaction).	Align technology goals with the district goal to ensure continued improvement in student learning is evident.	Using the PDH training, teachers will be proficient in technology and will use throughout the lessons and the school day.	

Problem Statement	Based on the PLC Survey, 26% of staff agree do not meet regularly (monthly) to analyze students data.
Root Cause and Strategy	<ul> <li>(a) Address the need for effective planing and data analyzing by ensuring that there are cohesive systems in place to implement analyzing data.</li> <li>(b) We will incorporate a data analysis protocol that will be used during collaborative planning.</li> </ul>
Goal	Increase all problematic areas by 20% or more. Our goal is to increase the type of data analyzed and the awareness of how to analyze data in order to yield student growth.
Project Lead	Campus Administrator, Instructional Specialist, Team Leaders
Staff, Title I Staff	Team Leaders, specialist and counselor
Materials and Resources	Data Analysis Protocol

Action Step(s)	Resource Description	Туре	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
(a)We will address the need for				1. Weekly data	1. Staff Meetings.	Increase all	5			
effective planning including				analysis protocol	2. Weekly meeting	problematic areas	Extended Planning	Projected Data	Student growth	
data analysis by ensuring that				meetings during collaborative team	agendas and notes 3. Extended	by 20% or more.	dates are scheduled and	protocol will show evidence of use.	will be evident and teachers will be	
there are adequate structures and systems in place to				meetings.	Planning	Our goal is to increase the type	teams will focus on	evidence of use.	proficient in	
implement the protocols with				2. Extended	notes/feedback/ag	of data analyzed	analyzing data as		analyzing data	
fidelity.				Planning 4 x's a	enda	and the awareness	they plan.		consistently.	
				week	4. Enrichment	of how to analyze	/ [			
(b) We will incorporate a data					Team Feedback	data in order to	Team			
analysis protocol that can be						yield student	Collaboration			
used during planning and						growth.	meetings			
creating common assessments.										
							Student data			
							(scores on			
(c) We will restructure our collaborative teams to include							assessments)			
all members of our PLC there										
by adding to the discussion for										
student achievement.										
2. Grade level collaborative										
teams will meet weekly with										
instructional specialists to use										

Plano Independent School District

Action Step(s)	Resource Description	Туре	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
the district curriculum for planning and analysis										
Weekly planning meetings (Tuesday afternoons) Weekly instructional support Walkthroughs by administration and instructional specialists										

Problem Statement	
Root Cause and Strategy	
Project Lead	
Staff, Title I Staff	
Materials and Resources	

Action Step(s)	Resource Description	Туре	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)

Problem Statement	
Root Cause and Strategy	
Project Lead	
Staff, Title I Staff	
Materials and Resources	

Action	Step(s)	Resource Description	Туре	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)

Problem Statement	
Root Cause and Strategy	
Project Lead	
Staff, Title I Staff	
Materials and Resources	

Action	Step(s)	Resource Description	Туре	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)

#### Health, Fitness and Attendance

The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (Required Action Steps per SB 892; Education Code 11.253(d); BQ LEGAL)

#### COORDINATED SCHOOL HEALTH

Applicable		Due is still and	Chaff (Dagaanaa	Implementation	Monitoring Status		
Students	Action Step	Project Lead	Staff/Resources	Timeline	Short Term	Long Term	
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	Quarterly flyers/Health Tips Health Activities review every nine weeks Fitnessgram Testing once per year	Newsletter Health Tips Health Activities(every 9 weeks) Fitnessgram Testing(1 x's a year)	Expand Communication	
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Parents/Nurse assist throughout the year as needed	Promote parent involvement	Increase parent support	
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.	Principal	Coordinated School Health Curriculum	School health curriculum at the beginning of the year and will be utilized throughout the school year.	Every Friday/Bulletin Board updates every 9 weeks	Continue consistent implementation	
К-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Bulletin board updates throughout the school year. (Located in Gym)	Keep updates current- monitoring	Keep updates current- monitoring	

Applicable	Action Store	Broject Load	Staff/Resources	Implementation	Monitoring Status		
Students	Action Step	Project Lead	Staff/Resources	Timeline	Short Term	Long Term	
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	Monthly there is a fitness calendar that is sent out in the enews and posted in the gym. Health topics are also sent throughout the year.	Community Input See-Saw , upcoming units/competiti ons	Community Involvement /Bike Ride	

Applicable		Droiget Load		Implementation	Monitoring Status		
Students	Action Step	Project Lead	Staff/Resources	Timeline	Short Term	Long Term	
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	P.E. teachers work to prepare student for skills necessary as throughout the year. Test Dates are set and completed by November 2018	Sept. and April will collect and use data to set goals.	Increase pacer results and overall conditioning and endurance	
4th & 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.	P.E. Teacher	Fitnessgram Student Report	Students are tested in March 2018	Data input by the end of April	Continue consistent implementatior	

#### Plano Independent School District

#### PHYSICAL ACTIVITY REQUIREMENTS

Applicable Action Stor		Action Ston		Implementation	Monitoring Status		
Students	Action Step	Project Lead	Staff/Resources	Timeline	Short Term	Long Term	
K-8	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.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Admin conducts walkthroughs throughout the year. 135 minutes weekly	Swork It enter/review data	Analyze data	
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Pedometers used in the fall 2018 Heart rate monitors used during spring 2018	Pulse bars and EZ scan/EZ Tally	Work with district to obtain reliable pedometers	
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.	Principal	Yearly Plan Form	Weekly collaborative team meetings Staff meeting Weekly Walkthrough conducted	strength/Skills based stations /Warm-ups 1x a week Jogging 1x a week Activities 2 x a week	lesson plans/EOY SWORK data	
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	schedules are submitted in August 2018 Admin.reviews the schedule as needed	Schedules	Schedules	
К-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Weekly collaborative team meetings Monthly staff meetings	Rest and Stretch activities	Team meetings Lesson plans	

Applicable	Action Ston	Duciest Lood	Staff/Dasaurass	Implementation Timeline	Monitori	ng Status
Students	Action Step	Project Lead	Staff/Resources		Short Term	Long Term

#### ATTENDANCE

Applicable	A ation Ston	Project Load	Staff/Resources	Implementation	Monitoring Status		
Students	Action Step	Project Lead	Staff/Resources	Timeline	Short Term	Long Term	
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	As the need arises, calls are made to students who are reported absence. Every nine weeks brag tags are presented for perfect attendance Grade level incentives for perfect attendance take place every nine weeks	daily attendance monitoring	EOY district report	

#### **Violence Prevention and Bullying**

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

#### **STAFF PREVENTION**

	<b>D</b> estanting I	Staff/Resources	Implementation Timeline	Monitoring Status		
Action Step	Project Lead			Short Term	Long Term	
ldentify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Staff handbook reviewed August 2018 and will continue as the need arises	Counselor and Principal monitor as needed.	Maintain a safe and orderly environment, Increase social and emotional awareness. Best practices will be reinforces in all school settings.	
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Staff handbook reviewed August 2018 and will continue as the need arises	Ensure that each classroom has procedures posted. observations of circle time.	Maintain a safe and orderly environment, Increase social and emotional awareness. Best practices will be reinforces in all school settings.	
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Staff reviewed August 2018 and will continue as the need arises	Provide additional training to help reinforce Zones of Regulation and	Maintain a safe and orderly environment, Increase social and emotional	

A stice Chan	Durbingt Lond Stoff (Descurress	Implementation	Monitoring Status		
Action Step	Project Lead	Staff/Resources	Timeline	Short Term	Long Term
				learning.	awareness. Best practices will be reinforces in all school settings.

#### STAFF EDUCATION

Action Step	<b>D</b>	Chaff (Deserves)	Implementation	Monitoring Status		
	Project Lead	Staff/Resources	Timeline	Short Term	Long Term	
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	Videos through Safe school viewed by staff (August 2018) Counselor training PowerPoint (August 2018) As the need arises throughout the year	Monitoring SEL / Provide topics through SMORE	Monitoring SEL / Provide topics through SMORE	
Review referral process.	Principal or designee	Campus referral plan	Staff reviewed August 2018 and will continue as the need arises .	Behavior procedures	Monitor office referrals	

#### **STAFF INTERVENTION**

Action Step	Project Lead Staff/Resources	Chaff (Dagaanaa)	Implementation	Monitoring Status	
		Stan/Resources	Timeline	Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Plan	Discussion through TL meetings and staff meetings as needed	Reinforce intervention strategies development school wide	Maintain a cohesive discipline management plan

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Discussion through TL meetings and staff meetings as needed	Ensure support to staff that have behavior concerns	Maintain the reduction of referrals
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Discussion through collaborative team meetings, and as the need arises	Implement strategies consistently	Strategies become evident school wide

#### **STUDENT PREVENTION**

Action Step	Ducient Lond	Chaff /Danaan	Implementation	Monitoring Status	
	Project Lead	Staff/Resources	Timeline	Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Weekly social/emotional lessons. Zones of Regulation are reviewed throughout the week Review of procedures every 9 weeks Every nine weeks students are recognized	observation of weekly social and emotional lessons throughout the school. Praise positive behavior and citizenship	Student Management Counselor Survey PLC Notes
Monitor high risk areas.	All staff	Schedule (if necessary)	Weekly collaborative team meetings as the need arises	Monitor as needed	Sustain success outcomes

#### STUDENT EDUCATION

Action Step	Due is stated	Staff/Resources	Implementation Timeline	Monitoring Status	
	Project Lead			Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	Staff reviewed August 2018 and will continue as the need arises .	contact list	TEAMS data

#### **STUDENT INTERVENTION**

Action Step	Ducient Lond	Staff/Resources	Implementation	Monitoring Status		
	Project Lead		Timeline	Short Term	Long Term	
Apply classroom interventions.	All teachers		Weekly collaborative team meetings CMIT Meetings Kid Talk 4 times a year Parent conferences	students are identified at the beginning of school and strategic interventions are in place.	Student growth is evident throughout the year.	
Employ discipline interventions.	Designated staff		Weekly collaborative team meetings	implement teams to discuss positive behavior strategies.	Discipline interventions will be evident school wide	
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors		As the need arises	Implement conferencing with students	Conferences are taking place schoolwide	
Conference with parents/students.	Teachers or other staff		As the need arises	Implement conferencing with parents	Parents provide feedback and observations thought the the year	

#### Parent Involvement

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

A stice Char	Due to state and	Chaff (Dasannas	Implementation	Monitoring Status		
Action Step	Project Lead Staff/Resources	Staff/Resources	Timeline	Short Term	Long Term	
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>		All teachers and staff	August 2018	Introduce PP at the beginning of the year and monitor subscription	Monitor PP subscriptions	
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>		All teachers and staff	August 2018	Allow access to school computers	Allow access to school computers	
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: State and Local</b>		Lisa Smith	August 2018 and as the need arises	Collect information and review guidelines/expect ations for website		
Communicate information through eNews and through hard copies when internet access Is not available. Funding source: State and Local		Judy Howle	Weekly Communication August 2018-June 2019	Provide enews information and explain purpose.	Collect data to confirm enews communication is being distributed to all parents.	

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Utilize social media to keep parents and community informed. Funding source: State and Local		Lisa SMith Principal	August 2018 and as the need arises	Inform parents of communication options	Monitor social media, remind and PTA sites consistently
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local		PTA President Principal	August 2018-June 2019 bi-weekly as need bases	Meet with PTA president	Maintain communication
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc). Funding source: State and Local		Rachel Blanton	August 2018-June 2019	Set up parent education meetings	Provide parent education meetings throughout the year as needed.

#### Transition

The campus will assist students in making a successful transition between elementary school to middle school.

Action Step	Project Lead	o: (())	Implementation Timeline	Monitoring Status	
		Staff/Resources		Short Term	Long Term
Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	Rachel Blanton	Rachel Blanton	August 2018-June 2018 Weekly Guidance Lesson	Weekly Calendars is provided. Character Traits are established and incorporated monthly	Guidance topic promote skills to ensure that continue to improve through the learning process. the lessons are conducted throughout the year.
Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	N/A	N/A	N/A	N/A	N/A
<b>Elementary Title I Campuses</b> – Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre- kindergarten activities and are encouraged to work with their children at home. Participants will go home with a (Reading and Math program) RAMP Up for	Rachel Blanton	Rachel Blanton	October 2018 - May 2018 as needed	Review the needs of the committee/schoo I	workshops that

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Kindergarten Kit, which includes directions, materials, and books for families to keep. Title I Components: 7 Funding source: State and Local					
Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local	N/A	N/A	N/A	N/A	N/A

#### State Certified Teachers and Highly Qualified Paraprofessionals

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
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. by the <b>Title I Component 4 and 5</b> <b>Funding source: State and Local</b>	Professional Learning Department, Curriculum Department, and Campus Administrators	Operating Fund, HR Budget, Campus/Curriculum Budget	August 2018-May 2018	Mentor and Develop teacher leaders	Maintain and retain highly qualified teachers.

#### Plano ISD

#### **Comprehensive Needs Assessment**

The purpose of a Comprehensive Needs Assessment (CNA) is to examine multiple sources of data to identify the priority needs and direction for the school. This critical process is the pre-work to the development of the district and campus improvement plans and decisions regarding the justification for use of Federal and other funds. The data helps schools monitor and assess the impact of programs, instruction, and other resources related to student achievement by developing a school profile. (ESSA § 1114 (b), (1)(A) and TEC Sections 11.252(a)(1-2) and 11.253)

Complete the CNA and Gap Analysis and submit them electronically to Joana.Sorrels@pisd.edu

#### **Comprehensive Needs Assessment**

The Comprehensive Needs Assessment (CNA) includes the following 5-step process—which ultimately links the CNA to the review and development of the campus improvement plans. The CNA will document the effectiveness of educational programs for each and every student population served by determining "Strengths" and "Needs" for each area.

**Step 1:** Review the purpose and outcomes for conducting the CNA.

- **Step 2:** Establish committees for each of the eight area of the CNA and determine which types of data will be collected and analyzed by the committee. The principal may select the probing questions that the committee will further examine with accompanying data.
- Step 3: The CNA Committees will analyze the data and determine what are the strengths and needs of the campus and its representative groups using data to support their findings. The committee will document which areas were specifically reviewed and document the data sources used in their analysis. Outcomes for the CNA Committee are to identify and list:
  - Summary of Strengths practices and performances established at the campus, and
  - Summary of Needs potential areas for improvement.
- **Step 4:** The leadership team will determine which areas from the Summary of Needs are priorities for the campus and will be addressed in the campus improvement plan. Outcome for the leadership team is to list:

• *Priority Needs* – selected needs from the "Summary of Need" that will be identified as improvement actions in the campus improvement plan.

**Step 5:** The campus will connect the CNA to the campus improvement plan development and review process.

#### 1. STAAR Gap Analysis

Campus will use STAAR Summary Reports to identify areas for improvement within student groups and reporting categories.

#### 2. State and Local Assessments

Campus will analyze multiple sources of data based on applicable student groups to identify areas for improvement.

- Attendance and Truancy Data
- CogAT Data
- MAP Data
- PES Data
- Semester Exam Data
- STAAR and TELPAS Data
- TPRI and Tejas LEE Data

#### 3. Accountability and Evaluation Systems

- TAPR Texas Academic Performance Report
- State Accountability Data and Summary Report
- T-TESS Texas Teacher Evaluation and Support System
- Campus Walkthrough Data

#### 4. Surveys and Feedback

- Marzano HRS Surveys
- Strategic Plan Surveys
- PTA Feedback
- Title I Sponsored Parent Meeting
- School Safety Survey

#### 5. District and Campus Materials and Information

- District Curriculum Planner
- Master Schedule (including Title I Schedule)
- Duty Roster

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

### Committee reviewed the following areas:

 X Enrollment
 Attendance

 Ethnicity
 Gender

 Mobility/Stability
 Special Program Participation

 At-Risk by Category
 x Teacher-Student Ratios

 Graduation, Completion, Dropout, and GED rates

 Course/Class Assignments

 College/University/Dual Credit/Advanced Placement Enrollment

### Data sources that were reviewed:

🗆 TAPR	PEIMS		School Report Card
Accountability Summary Report			Edugence Enrollment Summary
🗆 Marzano HRS Indi	icator 1.4	$\Box$ Other:	Click here to enter data source reviewed.

**Probing Questions:** These questions facilitate dialogue about the data; determine strengths and needs; and develop priority and summary statements for this area. There may be other critical district and campus specific questions which are not reflected below. Committee members may generate a list of additional questions based on "what do we want to know," "why do we want to know" and "what data do we have or need to address the questions"?

- 1. What do enrollment numbers indicate?
- 2. How has the enrollment changed over the past three years?
- 3. What are the staff demographics?
- 4. What are the teacher/student ratios? How do these ratios compare to performance?

**Findings/Analysis:** Look for patterns in the data that reveal trends or insights about the school. A brief statement for each of the dimensions helps introduce or frame the

discussion of trends which emerge in the data, particularly across data sources. Identify statements about the strengths, as well as the priority need areas of the school.

### SUMMARY OF STRENGTHS

- Small but stable enrollment
- Enrollment numbers have been somewhat stable over the past 3 years
- Core numbers have stayed the same
- Ratio changed from 1 to 24 and now 1 to 22 in K-4th

### SUMMARY OF NEEDS

- Strengthening Intervention for small population of new kids
- Even with teachers, movement in positions just needs to find our new groove or new normal
- Ratio seems too slowly increase more demands are put on staff, how do we change this?

**Student Achievement** data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

### Committee reviewed the following areas:

State Assessment Data	District Gap Analysis		
TELPAS	SAT/ACT/PSAT Results		
Advanced Course/Dual Enrollment Data	Course/Class Grades		
□ Texas Success Initiative (TSI) Data □ Promotion/Retention Rates			
$\Box$ Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures			
$\Box$ Graduation, Completion, Dropout, and GED Rates; Diploma Types			
Classroom and Brogram Assossments and Other Data Student Work			

 $\square$  Classroom and Program Assessments and Other Data Student Work

### Data sources that were reviewed:

District Gap Analysis	PES	🗌 CogAT	
State Accountability Data	TELPAS	🗆 TAPR	🗆 TPRI
🗆 Semester Exam Data	□ Marzano HRS	Indicator 1.4	

□ Other: Click here to enter data source reviewed.

**Probing Questions** - These questions facilitate dialogue about the data; determine strengths and needs; and develop priority and summary statements for this area. There may be other critical district and campus specific questions which are not reflected below. Committee members may generate a list of additional questions based on "what do we want to know," "why do we want to know" and "what data do we have or need to address the questions"?

- 1. How is student achievement data disaggregated?
- 2. How does student achievement data compare from one data source to another?
- 3. In which areas are we showing growth? At what rate? Compared to which standard of achievement?
- 4. Which students are making progress? Why?
- 5. What impact are intervention programs having on student achievement? Which students are benefiting or not? Why?

**Findings/Analysis** - Look for patterns in the data that reveal trends or insights about the school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify statements about the strengths, as well as the priority need areas of the school.

### SUMMARY OF STRENGTHS

- Econ. Disadvantage students reflected growth according the STAAR assessments Grade 3rd-5th
- Data is disaggregated during planning

### SUMMARY OF NEEDS

- Increasing ESL achievement
- Working to increase met standards and mastered standards (STAAR)
- Need consistent data digs

### PRIORITY NEEDS

- LEP/ ESL need for more focused intervention
- Met standard and Mastered standard need to show growth
- Consistent data disaggregation throughout the year.

### **PISD Comprehensive Needs Assessment**

**School culture** refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

### Committee reviewed the following areas:

Surveys
 Focus Groups
 Feedback Data
 Parent Conferences, Meetings

QuestionnairesInterviewsWalkthrough Data

### Data sources that were reviewed:

Strategic Plan Surveys (parent/student)
 Walkthrough Data
 Attendance and Truancy Data
 Other: Click here to enter data source reviewed.

□ School Safety Survey □Marzano HRS Indicators 1.1, 1.2, 1.6

Probing Questions - These questions facilitate dialogue about the data; determine

strengths and needs; and develop priority and summary statements for this area. There may be other critical district and campus specific questions which are not reflected below. Committee members may generate a list of additional questions based on "what do we want to know," "why do we want to know" and "what data do we have or need to address the questions"?

- 1. How do students describe the school climate? How does this compare to staff?
- 2. What evidence is there that students and staff are collectively aligned with the vision and mission of the school?
- 3. How do students and staff describe attitudes, respect, relationships, belonging, support, etc.?
- 4. How does this data compare across groups? Which groups respond in which manner?

**Findings/Analysis** - Look for patterns in the data that reveal trends or insights about the school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify statements about the strengths, as well as the priority need areas of the school.

### SUMMARY OF STRENGTHS

- Happy Climate (Smiles)
- Evidence of student focused classrooms/teachers are dedicated for every child
- Miller staff fosters a climate of mutual respect and positive attitudes among students and staff.
- Grade levels function as families/collaborative, cohesive and operate as a team.

### SUMMARY OF NEEDS

- Need to focus on how to quantify school culture and climate. Surveys? Data?
- Could we have guidance lessons that are aligned with school-wide visual posters that promote common language of school norms for each class and that are aligned with lessons for the week/merge into SEL lessons?
- derail negative talk about specific students/provide more positives throughout the year.
- Teacher recognition is needed: Trophies, or some type of visual to present to teachers throughout the year. (Promoting positive behavior)

**Staff Quality, Recruitment and Retention** refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

### Committee reviewed the following areas:

□ Teacher Certification Data

Qualifications

Para/ Support Staff

□ Staff Mobility/Stability

□ T-TESS /Other Staff Effectiveness Data □ Teacher-Student Ratios

Professional Development Data
 Course/Class Completions, Grades Data

□ Course/Class Completions, Grades Data □ Recruitment and Retention Strategies □ Staff Effectiveness in Relation to Student Achievement

Stall Effectiveness in Relation to Student Achievement
 Stall Effectiveness in Relation to Student Achievement

□ Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.

□ Graduation, Completion, Dropout, and GED rates

### Data sources that were reviewed:

□ TAPR □ T-TESS □ Marzano HRS Indicators 1.3, 1.7 □ Other: Click here to enter data source reviewed.

**Probing Questions** - These questions facilitate dialogue about the data; determine strengths and needs; and develop priority and summary statements for this area. There may be other critical district and campus specific questions which are not reflected below. Committee members may generate a list of additional questions based on "what do we want to know," "why do we want to know" and "what data do we have or need to address the questions"?

- 1. What does the general data reflect regarding teacher quality on the campus?
- 2. How are follow-up data regarding teacher performance provided to teachers?
- 3. How is highly effective staff assigned to work with the highest need students?
- 4. How are we using data to determine professional development for staff?

**Findings/Analysis** - Look for patterns in the data that reveal trends or insights about the school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify statements about the strengths, as well as the priority need areas of the school.

### SUMMARY OF STRENGTHS

- All are highly qualified and certified wanting to grow
- T-TESS
- Informal walkthroughs
- Notes and brags
- Surveys
- Best practices followed
- Campus discussions and communication
- Eduphoria
- We are good at community building as a team within our school.

### SUMMARY OF NEEDS

• More consistent support for the high needs students? How to track this data?

**PISD Comprehensive Needs Assessment** 

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

### Committee reviewed the following areas:

□ Class, School, Special Program Schedules
 □ Differentiated Strategies and Processes
 □ Oth
 □ Instructional Design/High Yield Strategies
 □ Fou
 □ Horizontal/Vertical Team Alignment Processes

□ Standards-Based Curriculum Resources

Other Assessments

□ Foundation/Enrichment Course Materials

□ Scope & Sequence; Pacing Guides; Focus Documents

### Data sources that were reviewed:

 □ TEKS
 □ District Curriculum Planner
 □ Plano Walkthrough Data

 □ Edugence Semester Exam Item Analysis
 □ Edugence RTI Data

 □ Marzano HRS Indicator 1.4, 1.8
 □ Other: Click here to enter data source reviewed.

**Probing Questions** - These questions facilitate dialogue about the data; determine strengths and needs; and develop priority and summary statements for this area. There may be other critical district and campus specific questions which are not reflected below. Committee members may generate a list of additional questions based on "what do we want to know," "why do we want to know" and "what data do we have or need to address the questions"?

- 1. How is data used to inform curriculum, instruction, and assessment decisions?
- 2. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement?
- 3. What evidence supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has the effect been over time?
- **4.** How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc.?

**Findings/Analysis** - Look for patterns in the data that reveal trends or insights about the school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify statements about the strengths, as well as the priority need areas of the school.

### SUMMARY OF STRENGTHS

- Data is used to help fill the gaps and drive instruction
- Instructional activities are foundational skill/building blocks
- Used instructional strategies that are researched based
- Research based programs are in place
- Kid Talk ,Extended Planning, Team planning and Instructional Specialist (all are aligned with student needs

### SUMMARY OF NEEDS

- How do we provide more enrichment activities?
- The need to analyze data in depth and use the data to drive instruction and support planning. (ALL teachers and staff)
- Planning of student centered activities and using lead4ward to help plan/resources
- Using data to help differentiated data (Using meaningful focused data tools) School-wide

### PRIORITY NEEDS

- How to analyze a cohesive variety of data to monitor student progress.
- Use data cohesively across the grade levels
- Use the Data Protocol
- Teach teachers how to use the data collected to foster instruction and develop individual plans for each student.

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

### Committee reviewed the following areas:

Demographic Data
 Mobility/Stability
 Parent Volunteer Information
 Parent Activity Evaluations and Feedback
 Parent and Community Partnership Data
 Community Service Agencies and Support Services
 Family and Community Participation Counts by Type of Activity

### Data sources that were reviewed:

PTA Feedback
 Title I Sponsored Parent meeting
 TAPR
 Marzano HRS Indicator 1.2, 1.6
 Other: Click here to enter data source reviewed.

**Probing Questions** - These questions facilitate dialogue about the data; determine strengths and needs; and develop priority and summary statements for this area. There may be other critical district and campus specific questions which are not reflected below. Committee members may generate a list of additional questions based on "what do we want to know," "why do we want to know" and "what data do we have or need to address the questions"?

- 1. What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities?
- 2. Which parents and community members are involved? What trends and patterns do we observe?
- 3. What types of community partnerships exist to support families and students?
- 4. How are families and the community members involved in school decisions?

**Findings/Analysis** - Look for patterns in the data that reveal trends or insights about the school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify statements about the strengths, as well as the priority need areas of the school.

### SUMMARY OF STRENGTHS

- E News
- Conferences
- Parents are involved
- SBIC
- Spirit Nights/Silent Auction
- CMIT/ARD's
- Support from local community and businesses

### SUMMARY OF NEEDS

- How do we build an overall awareness/communication about PTA (being a face for staff and parents) including all parents
- Need to organize unified community/PTA partnership.
- School-wide use of SEE-SAW app.
- Communication with parents for both classroom and specials.
- Communication effectively to meet the needs of all families (electronic, paper copies of important events and information)

**School Context and Organization** refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

### Committee reviewed the following areas:

School Structure or Make-Up, e.g., Teaming, Looping, etc.
 Decision-Making Processes
 Leadership: Formal and Informal
 Master Schedule
 Duty Rosters
 Supervision Structure Support Structures: Mentor Teachers
 Schedule for Student Support Services, e.g., Counseling, Social Work, Library,
 School Map & Physical Environment
 Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.

□ Program Support Services, e.g., Extracurricular Activities, After-School Programs, etc. □ Communication: Formal and Informal

### Data sources that were reviewed:

□ Strategic Plan Surveys
 □ Master Schedule
 □ Title I Schedule
 □ Marzano HRS Indicator 1.3, 1.5
 □ Other: Click here to enter data source reviewed.

**Probing Questions** - These questions facilitate dialogue about the data; determine strengths and needs; and develop priority and summary statements for this area. There may be other critical district and campus specific questions which are not reflected below. Committee members may generate a list of additional questions based on "what do we want to know," "why do we want to know" and "what data do we have or need to address the questions"?

- 1. How is adequate time devoted to subjects in which students perform poorly?
- 2. How do teachers have a voice in decision making and school policies?
- 3. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?
- **4.** Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?

**Findings/Analysis** - Look for patterns in the data that reveal trends or insights about the school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify statements about the strengths, as well as the priority need areas of the school.

### SUMMARY OF STRENGTHS

- I/E Time is specific and targets
- Discussion at team leaders
- Surveys
- Trust the Principal

### SUMMARY OF NEEDS

- Allow for teachers to provide more problem solving when providing input.
- No choice on district assessments
- How can we make sure that all teachers aren't tied to the formal assessment?

**Technology** refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

### Committee reviewed the following areas:

□ Technology Infrastructure, Networks, etc.

- □ Technology Hardware and Software
- □ Classroom Technology Needs by Area, Class, Department, etc.
- □ Needs in Technology
- □ Professional Development/Teacher Preparation
- □ Leadership and Administrative Support
- □ Structures for Tech. Implementation
- □ Resource Allocations
- □ Technology Policies and Procedures
- □ Technology Plan
- □ Assessment of Technology Skills for Students, Staff and Other Stakeholders

### Data sources that were reviewed:

Strategic Plan Surveys
 Marzano HRS Indicator 1.8
 District Technology Plan
 Other: Staff created survey from adminstration

**Probing Questions** - These questions facilitate dialogue about the data; determine strengths and needs; and develop priority and summary statements for this area. There may be other critical district and campus specific questions which are not reflected below. Committee members may generate a list of additional questions based on "what do we want to know," "why do we want to know" and "what data do we have or need to address the questions"?

- 1. What is the technology proficiency for staff and students?
- 2. How does staff feel about technology?
- 3. What types of technology professional development have we provided? What was the impact for staff and students?
- 4. In which content areas are we using technology and how? What is the effect?
- **5.** How is technology utilized to support curriculum, instruction, and assessment integration and implementation?

**Findings/Analysis** - Look for patterns in the data that reveal trends or insights about the school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify statements about the strengths, as well as the priority need areas of the school.

### SUMMARY OF STRENGTHS

- All areas, high student/increased involvement
- Proficient
- Additional Chromebook training

### SUMMARY OF NEEDS

- Chromebook training needed (BOY)
- Need time to practice what is learned and share back with colleagues.
- Need PD on technology resources tailored to needs of each grade level.
- A list of technology app/resource per curricular area accessible.
- Digital citizenship lessons for both students and staff. Collaborative team for technology.
- Technology focus each week for students.

### PRIORITY NEEDS

- The use of technology and the professional development provided to meet the needs of the teacher and students.
- Teacher need to be more proficient on technology use and used in a purposeful way.
- Prodive training and support

**Problem Statements** (TEC §39.106) are concise and objective statements that reflect the current state according to the data. These statements do not assign causation as to why a gap in the data exists or provide solutions to the problems. Essentially problem statements capture the "where you are" compared to "where you want to be." These statements articulate the gaps in data that create the starting point for a needs assessment process.

**Root Cause Analysis** identifies WHY the problem has occurred. The team should generate a list of reasons why a problem might be occurring, then identify which items can be directly controlled by the campus or district and those items that can only be influenced. The campus will want to focus its efforts on the possible reasons for the problem (root causes) that are in the list of items under its control.

### Effective problem statements meet the following criteria:

$\Box$ Substantiated by facts and data	$\Box$ Include specific details (who, what ,when)	improvement plan. Consider th
Written objectively	$\Box$ Focus on a single, manageable issue	1. Which problem statement(s)
Use concise language	Avoids causation or assigning solutions	2. Which problem statement(s)
□ Has relevance		3. Which problem statement(s)

### Prioritizing problem statements is a critical step when identifying areas to target in an improvement plan. Consider the following questions:

- 1. Which problem statement(s) address our areas of low performance/need?
- 2. Which problem statement(s) impact the greatest numbers of students?
- 3. Which problem statement(s) focus on student achievement?
- 4. Which problem statement(s) are manageable, relevant & focus efforts on core Issues?

	Problem Statements to be Addressed in the Campus Improvement Plan		
Problem Statement <sup>#</sup> 1	<ul> <li>Based on the BOY Technology survey, 50% of Miller teachers and staff rated themselves as "not proficient" when implementing technology in the classroom.</li> </ul>		
Problem Statement <sup>#</sup> 2	• Based on the PLC Survey, 26% of staff agree they do not meet regularly (monthly) to analyze student data.		

### Demographics Demographics refer to all of the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs. Questions: What do enrollment numbers indicate? How has the enrollment changed over the past three years? What are the staff demographics? What are the teacher/student ratios? How do these ratios compare to performance? • Needs Strengths Small but stable enrollment Strengthening Intervention for small population of ٠ ٠ Enrollment numbers have been somewhat stable over new kids the past 3 years. Even with teachers, movement in positions just needs to find our new groove or new normal Lots of women Ratio seems too slowly increase more demands are Core numbers have stayed the same put on staff, how do we change this? Ratio changed from 1 to 24 and now 1 to 22 in K-4th (Aug)Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

- How is student achievement data disaggregated?
- How does student achievement data compare from one data source to another?
- In which areas are we showing growth? At what rate? Compared to which standard of achievement?
- Which students are making progress? Why?
- What impact are intervention programs having on student achievement? Which students are benefiting or not? Why?

Strengths	Needs
<ul> <li>Econ. Disadvantage students reflected growth according the STAAR assessments Grade 3rd-5th</li> <li>Data is disaggregated during planning</li> </ul>	<ul> <li>MMARY OF NEEDS</li> <li>Increasing ESL achievement</li> <li>Working to increase met standards and mastered standards (STAAR)</li> <li>Need consistent data digs</li> </ul>
	<ul> <li>LEP/ ESL need for more focused intervention</li> <li>Met standard and Mastered standard need to show growth</li> <li>Consistent data disaggregation throughout the year.</li> </ul>

### School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

- How do students describe the school climate? How does this compare to staff?
- What evidence is there that students and staff are collectively aligned with the vision and mission of the school?
- How do students and staff describe attitudes, respect, relationships, belonging, support, etc.?
- How does this data compare across groups? Which groups respond in which manner?

Strengths	Needs
<ul> <li>Happy Climate (Smiles)</li> <li>Evidence of student focused that teachers are here for every child</li> <li>Foster a climate of mutual respect and positive attitudes among students and staff.</li> <li>Grade levels function as families</li> </ul>	<ul> <li>How do we quantify this? Surveys? Data?</li> <li>Could we have guidance lessons that are aligned with visual posters for each class and aligned with lessons for the week/merge into SEL lessons?</li> <li>Cut out the negative talk about specific students/provide more positives throughout the year.</li> <li>Teacher recognition: Trophies, or Some type of visual to present to teachers throughout the year. (Promoting positive behavior)</li> </ul>

### Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in highpoverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Questions:

- What does the general data reflect regarding teacher quality on the campus?
- How are follow-up data regarding teacher performance provided to teachers?
- How is highly effective staff assigned to work with the highest need students?
- How are we using data to determine professional development for staff?

Strengths	Needs
<ul> <li>All are highly qualified and certified wanting to grow</li> <li>T-TESS</li> <li>Informal walkthroughs</li> <li>Notes and brags</li> <li>Surveys</li> <li>Best practices followed</li> <li>Campus discussions and communication</li> <li>Eduphoria</li> <li>We are good at community building as a team within our school.</li> </ul>	<ul> <li>More consistent support for the high needs students? How to track this data?</li> </ul>

### Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

- How is data used to inform curriculum, instruction, and assessment decisions?
- How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement?

- What evidence supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has the effect been over time?
- How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc.?

Strengths	Needs
<ul> <li>Data is used to help fill the gaps and drive instruction</li> <li>Instructional activities are foundational skill/building blocks</li> <li>Used instructional strategies that are researched based</li> <li>Research based programs are in place</li> <li>Kid Talk ,Extended Planning, Team planning and Instructional Specialist (all are aligned with student needs)</li> </ul>	<ul> <li>How do we provide more enrichment activities?</li> <li>The need to analyze data in depth and use the data to drive instruction and support planning. (ALL teachers and staff)</li> <li>Planning of student centered activities and using lead4ward to help plan/resources</li> <li>Using data to help differentiated data (Using meaningful focused data tools) School-wide</li> </ul>

### Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

- What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities?
- Which parents and community members are involved? What trends and patterns do we observe?
- What types of community partnerships exist to support families and students?
- How are families and the community members involved in school decisions?





E News	How do we build an overall
Conferences	awareness/communication about PTA (being a face
Parents are involved	for staff and parents) including all parents
SBIC	<ul> <li>Need to organize unified community/PTA partnership</li> </ul>
Spirit Nights/Silent Auction	<ul> <li>School-wide use of SEE-SAW app.</li> </ul>
CMIT/ARD's	Communication with parents for both classroom and
Support from local community and businesses	specials.
	Communication effectively to meet the needs of all
	families (electronic, paper copies of important events and information)

### School Context and Organization

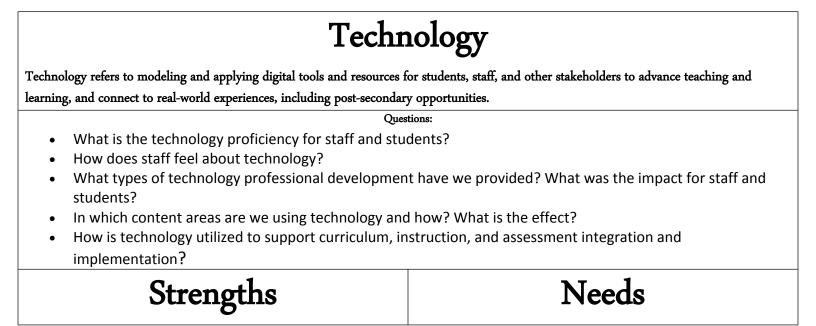
School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

- How is adequate time devoted to subjects in which students perform poorly?
- How do teachers have a voice in decision making and school policies?
- What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?
- Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?





<ul> <li>I/E Time is specific and targets</li> <li>Discussion at team leaders</li> <li>Surveys</li> <li>Trust the Principal</li> </ul>	<ul> <li>Allow for teachers to provide more problem solving when providing input.</li> <li>No choice on district assessments</li> <li>How can we make sure that all teachers aren't tied to the formal assessment?</li> </ul>

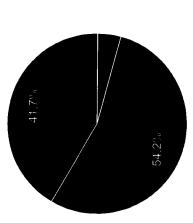


<ul> <li>All areas, high student/increased involvement</li> <li>Proficient</li> </ul>	<ul> <li>Chromebook training needed</li> <li>Need time to practice</li> </ul>
<ul> <li>Proficient</li> <li>Additional Chromebook training</li> </ul>	<ul> <li>Need time to practice</li> <li>Need PD on technology resources tailored to needs of each grade level.</li> <li>A list of technology app/resource per curricular area</li> <li>Digital citizenship for both students and staff. Collaborative team for technology.</li> </ul>

## PLC Survey 2018-Beginning of Year

24 responses

We have an agreed-upon set of meeting norms in our PLC team (for example, expectations for participant behaviors during meetings). 24 responses

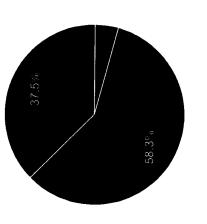


- ) Strongly disagree ) Disagree ) Neutral
  - Agree Strongly agree

We follow our meeting norms consistently at PLC meetings.

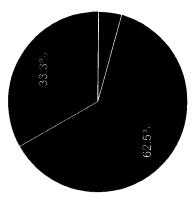
https://docs.google.com/forms/d/127JX-xbhTI7VRIzZLGMRt2a3HQIYh2vgiqdzEnp9Tro/viewanalytics

24 responses





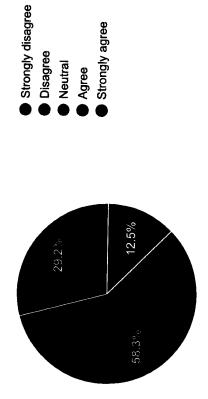
## We have clear tasks to perform at our PLC meetings.



- Strongly disagree
  - Disagree
    - NeutralAgree
- Strongly agree

### My PLC team(collaborative team) has worked to define the most important student learning goals in our content areas.

24 responses



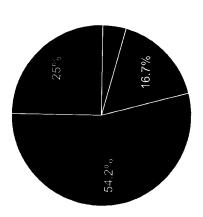
assessments to our students (in other words, all students complete the In my PLC team(collaborative team), we regularly administer common same assessment). 23 responses

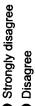
https://docs.google.com/forms/d/127JX-xbhTI7VRlzZLGMRt2a3HQlYh2vgiqdzEnp9Tro/viewanalytics



### As a PLC (collaborative team), we regularly analyze data from students' common assessments.

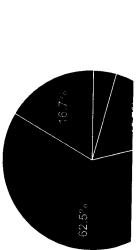
24 responses





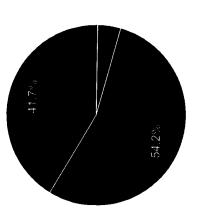
- Disagree
  - ) Neutral
- Strongly agree Agree

As a PLC (collaborative team), we spend time analyzing, comparing, or scoring student work samples?



Strongly disagree Strongly agree Disagree Neutral Agree

practices affect student learning and how changes in our instructional As a PLC team, we regularly discuss how our specific instructional practices might lead to changes in student learning. 24 responses





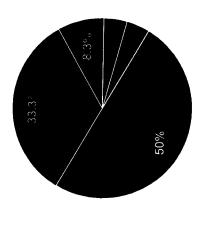


- Agree
- Strongly agree

## As a PLC team, we regularly (at least monthly) analyze data from

### students' weekly assessments.

24 responses



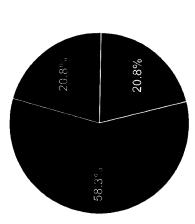


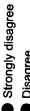






# As a PLC team, we have a clear understanding of the PLC process.







- Neutral
- Strongly agree Agree

This content is neither created nor endorsed by Google. Report Abuse - Terms of Service - Additional Terms

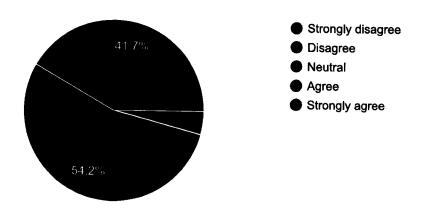
Google Forms

### PLC Survey 2018-Beginning of Year

24 responses

We have an agreed-upon set of meeting norms in our PLC team (for example, expectations for participant behaviors during meetings).

24 responses

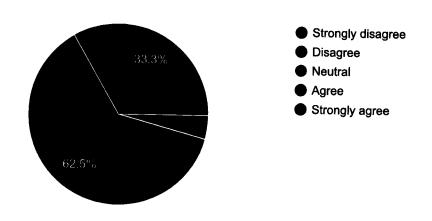


We follow our meeting norms consistently at PLC meetings.



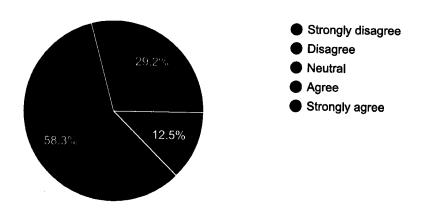
### We have clear tasks to perform at our PLC meetings.

24 responses



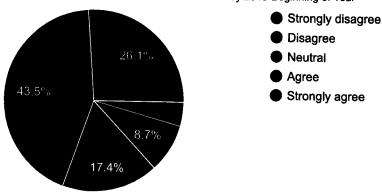
My PLC team(collaborative team) has worked to define the most important student learning goals in our content areas.

24 responses



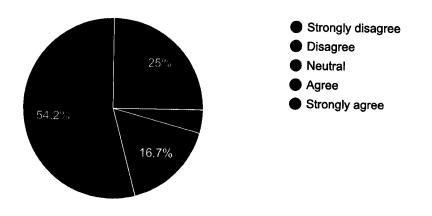
In my PLC team(collaborative team), we regularly administer common assessments to our students (in other words, all students complete the same assessment).

PLC Survey 2018-Beginning of Year

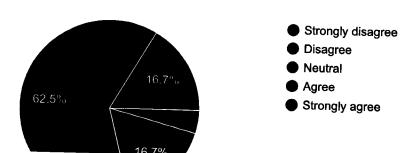


As a PLC (collaborative team), we regularly analyze data from students' common assessments.

24 responses



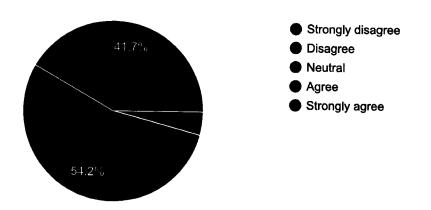
As a PLC (collaborative team), we spend time analyzing, comparing, or scoring student work samples?



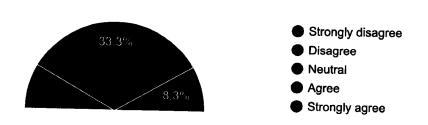


As a PLC team, we regularly discuss how our specific instructional practices affect student learning and how changes in our instructional practices might lead to changes in student learning.

24 responses

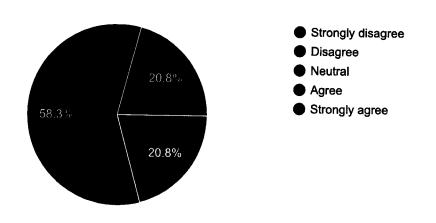


As a PLC team, we regularly (at least monthly) analyze data from students' weekly assessments.

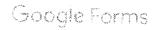


As a PLC team, we have a clear understanding of the PLC process.

24 responses



This content is neither created nor endorsed by Google. Report Abuse - Terms of Service - Additional Terms

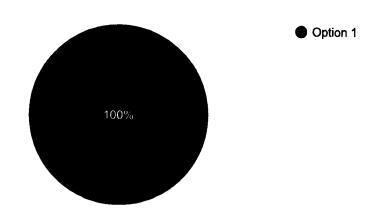


### Technology - Teacher Survey

28 responses

### **Untitled Section**

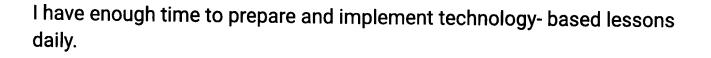
2 responses

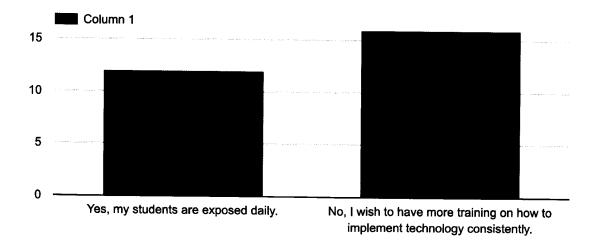


I feel that I have had adequate technology training?



https://docs.google.com/forms/d/1bSVfPYbHud8RH8FTFjpfuQ4S5QELLjaJw0y0GciAbHE/viewanalytics





I am aware of the resources available by the district that can help me learn how to integrate technology.



### How is technology utilized to support curriculum, instruction, and assessment integration and implementation in your classroom?

23 responses

I attempt to use it on a daily basis; power points, building math fluency, Dreambox, etc..

Daily use of Google Classroom, chromebooks, Elmo, etc...

Chromebooks were just implemented at the end of last year. Was very hard to implement so close to STAAR.

useful in parent communication, projects, research, reflection responses, etc.

Assessments, Station assignments, supplemental activities

Knowing how to access online resources

I use technology to supplement and enhance classroom instruction.

I teach a specific program and therefore have to get creative to use technology. I do not do assessment technology but do use it to support curriculum and instruction.

We show videos on exercise form, health topics. This year, we plan to record student performance and use a QR code reading app to keep track of running mileage.

I'm able to look at data quickly without having to grade by hand. I love that students can collaborate with one another in a more meaningful way to them.

assessment, stations, small group

Learning Ally

chromebooks

I mainly use technology for assessment of each child which I don't always get to see in whole class music instruction. I do use some practice activities on the chromebooks, but would like the kids to be using technology in an inventive and creative way.

games, review, assessments, practice of skills, introducing skills, researching, projects, extension activities

We only got chrome books for half the year but in that time I was able to see the students take more of a leadership role in their learning.

Skill reinforcement, review, extension of material to reinforce and support retention of material.

I mainly use technology as a replacement or enhancement for activities that would have been done from curriculum or textbooks. Additionally, I use the data from programs such as Dreambox and Pearson as an additional guide to intervention and instruction.

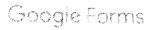
We use iPads to research and extend our learning in art.

As a new teacher to Plano ISD, I am looking forward to using technology such as Google Classroom, Webdesk, and GoGaurdian for visual-audio connections to the existing curriculum. We use it for apps, writing, and research.

Math-Big Brainz, Dream Box, Kahoot (pre/post assessment), Discovery Education, StudyJams, Brainpop, Google Classroom, ConnectEd (LA), Class Dojo and other internet websites

Technology allows the student to work independently and problem solve.

This content is neither created nor endorsed by Google. Report Abuse - Terms of Service - Additional Terms

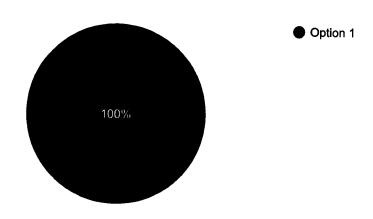


### **Technology** -Teacher Survey

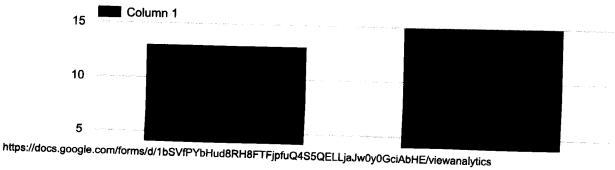
28 responses

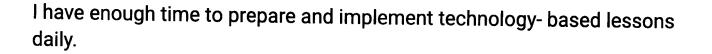
### **Untitled Section**

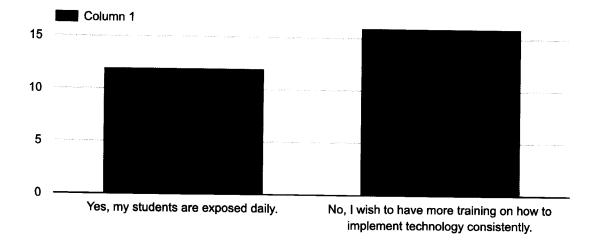
2 responses



I feel that I have had adequate technology training?







I am aware of the resources available by the district that can help me learn how to integrate technology.



### How is technology utilized to support curriculum, instruction, and assessment integration and implementation in your classroom?

23 responses

I attempt to use it on a daily basis; power points, building math fluency, Dreambox, etc..

Daily use of Google Classroom, chromebooks, Elmo, etc...

Chromebooks were just implemented at the end of last year. Was very hard to implement so close to STAAR.

useful in parent communication, projects, research, reflection responses, etc.

Assessments, Station assignments, supplemental activities

Knowing how to access online resources

I use technology to supplement and enhance classroom instruction.

I teach a specific program and therefore have to get creative to use technology. I do not do assessment technology but do use it to support curriculum and instruction.

We show videos on exercise form, health topics. This year, we plan to record student performance and use a QR code reading app to keep track of running mileage.

I'm able to look at data quickly without having to grade by hand. I love that students can collaborate with one another in a more meaningful way to them.

assessment, stations, small group

Learning Ally

chromebooks

I mainly use technology for assessment of each child which I don't always get to see in whole class music instruction. I do use some practice activities on the chromebooks, but would like the kids to be using technology in an inventive and creative way.

games, review, assessments, practice of skills, introducing skills, researching, projects, extension activities

We only got chrome books for half the year but in that time I was able to see the students take more of a leadership role in their learning.

Skill reinforcement, review, extension of material to reinforce and support retention of material.

I mainly use technology as a replacement or enhancement for activities that would have been done from curriculum or textbooks. Additionally, I use the data from programs such as Dreambox and Pearson as an additional guide to intervention and instruction.

We use iPads to research and extend our learning in art.

As a new teacher to Plano ISD, I am looking forward to using technology such as Google Classroom, Webdesk, and GoGaurdian for visual-audio connections to the existing curriculum.

We use it for apps, writing, and research.

Math–Big Brainz, Dream Box, Kahoot (pre/post assessment), Discovery Education, StudyJams, Brainpop, Google Classroom, ConnectEd (LA), Class Dojo and other internet websites

Technology allows the student to work independently and problem solve.

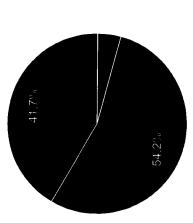
This content is neither created nor endorsed by Google. Report Abuse - Terms of Service - Additional Terms



## PLC Survey 2018-Beginning of Year

24 responses

We have an agreed-upon set of meeting norms in our PLC team (for example, expectations for participant behaviors during meetings). 24 responses

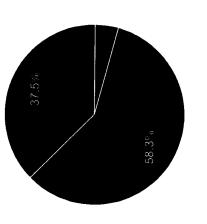


- ) Strongly disagree ) Disagree ) Neutral
  - Agree Strongly agree

We follow our meeting norms consistently at PLC meetings.

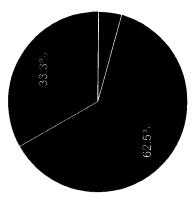
https://docs.google.com/forms/d/127JX-xbhTI7VRIzZLGMRt2a3HQIYh2vgiqdzEnp9Tro/viewanalytics

24 responses





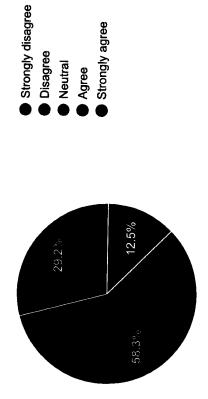
## We have clear tasks to perform at our PLC meetings.



- Strongly disagree
  - Disagree
    - NeutralAgree
- Strongly agree

### My PLC team(collaborative team) has worked to define the most important student learning goals in our content areas.

24 responses



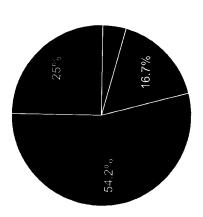
assessments to our students (in other words, all students complete the In my PLC team(collaborative team), we regularly administer common same assessment). 23 responses

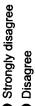
https://docs.google.com/forms/d/127JX-xbhTI7VRlzZLGMRt2a3HQlYh2vgiqdzEnp9Tro/viewanalytics



### As a PLC (collaborative team), we regularly analyze data from students' common assessments.

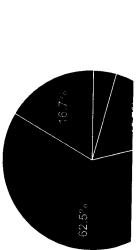
24 responses





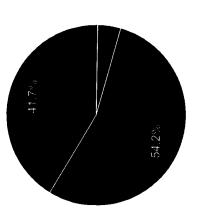
- Disagree
  - ) Neutral
- Strongly agree Agree

As a PLC (collaborative team), we spend time analyzing, comparing, or scoring student work samples?



Strongly disagree Strongly agree Disagree Neutral Agree

practices affect student learning and how changes in our instructional As a PLC team, we regularly discuss how our specific instructional practices might lead to changes in student learning. 24 responses





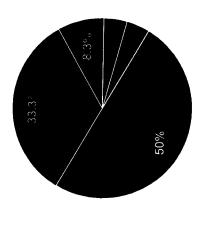


- Agree
- Strongly agree

## As a PLC team, we regularly (at least monthly) analyze data from

### students' weekly assessments.

24 responses



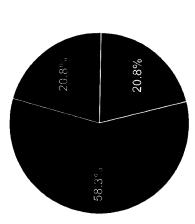


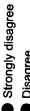






# As a PLC team, we have a clear understanding of the PLC process.







- Neutral
- Strongly agree Agree

This content is neither created nor endorsed by Google. Report Abuse - Terms of Service - Additional Terms

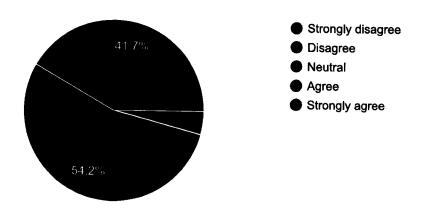
Google Forms

### PLC Survey 2018-Beginning of Year

24 responses

We have an agreed-upon set of meeting norms in our PLC team (for example, expectations for participant behaviors during meetings).

24 responses

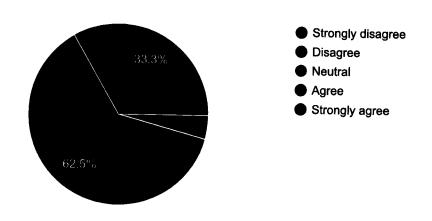


We follow our meeting norms consistently at PLC meetings.



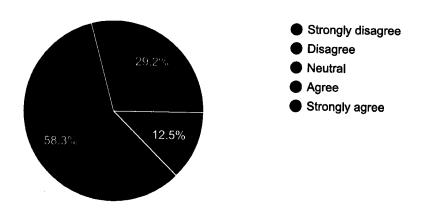
### We have clear tasks to perform at our PLC meetings.

24 responses



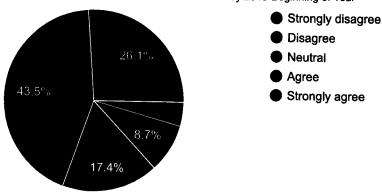
My PLC team(collaborative team) has worked to define the most important student learning goals in our content areas.

24 responses



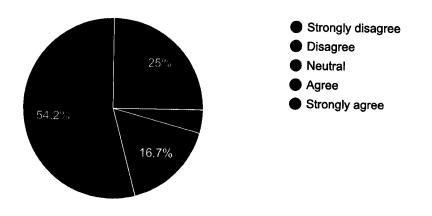
In my PLC team(collaborative team), we regularly administer common assessments to our students (in other words, all students complete the same assessment).

PLC Survey 2018-Beginning of Year

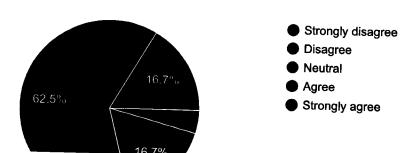


As a PLC (collaborative team), we regularly analyze data from students' common assessments.

24 responses



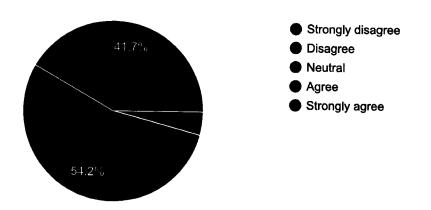
As a PLC (collaborative team), we spend time analyzing, comparing, or scoring student work samples?



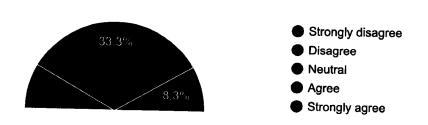


As a PLC team, we regularly discuss how our specific instructional practices affect student learning and how changes in our instructional practices might lead to changes in student learning.

24 responses

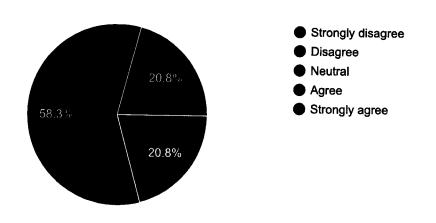


As a PLC team, we regularly (at least monthly) analyze data from students' weekly assessments.

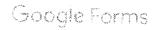


As a PLC team, we have a clear understanding of the PLC process.

24 responses



This content is neither created nor endorsed by Google. Report Abuse - Terms of Service - Additional Terms

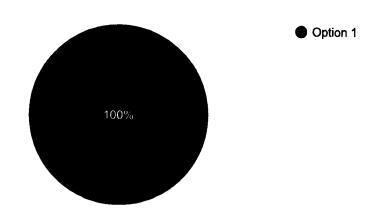


### Technology - Teacher Survey

28 responses

### **Untitled Section**

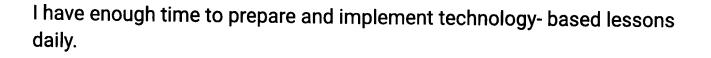
2 responses

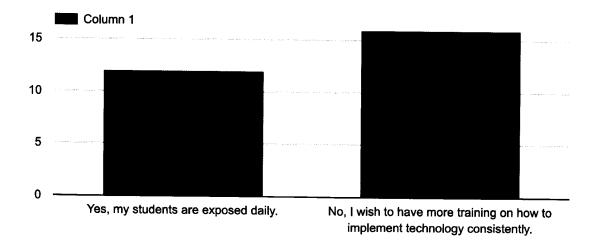


I feel that I have had adequate technology training?



https://docs.google.com/forms/d/1bSVfPYbHud8RH8FTFjpfuQ4S5QELLjaJw0y0GciAbHE/viewanalytics





I am aware of the resources available by the district that can help me learn how to integrate technology.



### How is technology utilized to support curriculum, instruction, and assessment integration and implementation in your classroom?

23 responses

I attempt to use it on a daily basis; power points, building math fluency, Dreambox, etc..

Daily use of Google Classroom, chromebooks, Elmo, etc...

Chromebooks were just implemented at the end of last year. Was very hard to implement so close to STAAR.

useful in parent communication, projects, research, reflection responses, etc.

Assessments, Station assignments, supplemental activities

Knowing how to access online resources

I use technology to supplement and enhance classroom instruction.

I teach a specific program and therefore have to get creative to use technology. I do not do assessment technology but do use it to support curriculum and instruction.

We show videos on exercise form, health topics. This year, we plan to record student performance and use a QR code reading app to keep track of running mileage.

I'm able to look at data quickly without having to grade by hand. I love that students can collaborate with one another in a more meaningful way to them.

assessment, stations, small group

Learning Ally

chromebooks

I mainly use technology for assessment of each child which I don't always get to see in whole class music instruction. I do use some practice activities on the chromebooks, but would like the kids to be using technology in an inventive and creative way.

games, review, assessments, practice of skills, introducing skills, researching, projects, extension activities

We only got chrome books for half the year but in that time I was able to see the students take more of a leadership role in their learning.

Skill reinforcement, review, extension of material to reinforce and support retention of material.

I mainly use technology as a replacement or enhancement for activities that would have been done from curriculum or textbooks. Additionally, I use the data from programs such as Dreambox and Pearson as an additional guide to intervention and instruction.

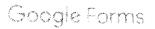
We use iPads to research and extend our learning in art.

As a new teacher to Plano ISD, I am looking forward to using technology such as Google Classroom, Webdesk, and GoGaurdian for visual-audio connections to the existing curriculum. We use it for apps, writing, and research.

Math-Big Brainz, Dream Box, Kahoot (pre/post assessment), Discovery Education, StudyJams, Brainpop, Google Classroom, ConnectEd (LA), Class Dojo and other internet websites

Technology allows the student to work independently and problem solve.

This content is neither created nor endorsed by Google. Report Abuse - Terms of Service - Additional Terms

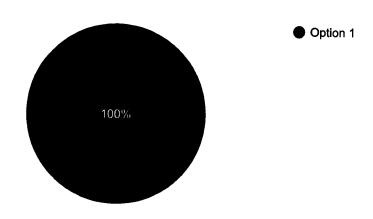


### **Technology** -Teacher Survey

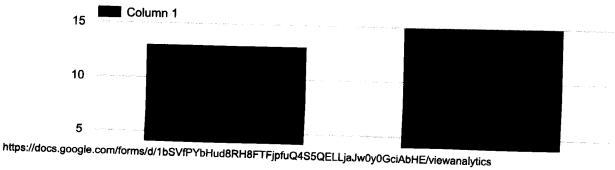
28 responses

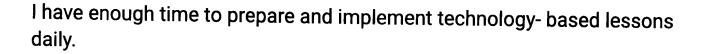
### **Untitled Section**

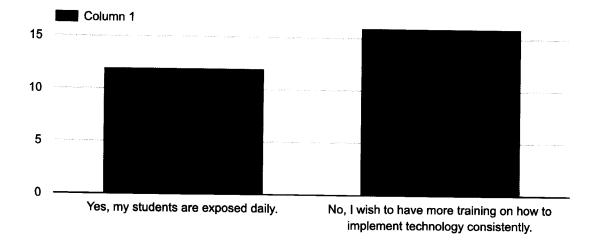
2 responses



I feel that I have had adequate technology training?







I am aware of the resources available by the district that can help me learn how to integrate technology.



### How is technology utilized to support curriculum, instruction, and assessment integration and implementation in your classroom?

23 responses

I attempt to use it on a daily basis; power points, building math fluency, Dreambox, etc..

Daily use of Google Classroom, chromebooks, Elmo, etc...

Chromebooks were just implemented at the end of last year. Was very hard to implement so close to STAAR.

useful in parent communication, projects, research, reflection responses, etc.

Assessments, Station assignments, supplemental activities

Knowing how to access online resources

I use technology to supplement and enhance classroom instruction.

I teach a specific program and therefore have to get creative to use technology. I do not do assessment technology but do use it to support curriculum and instruction.

We show videos on exercise form, health topics. This year, we plan to record student performance and use a QR code reading app to keep track of running mileage.

I'm able to look at data quickly without having to grade by hand. I love that students can collaborate with one another in a more meaningful way to them.

assessment, stations, small group

Learning Ally

chromebooks

I mainly use technology for assessment of each child which I don't always get to see in whole class music instruction. I do use some practice activities on the chromebooks, but would like the kids to be using technology in an inventive and creative way.

games, review, assessments, practice of skills, introducing skills, researching, projects, extension activities

We only got chrome books for half the year but in that time I was able to see the students take more of a leadership role in their learning.

Skill reinforcement, review, extension of material to reinforce and support retention of material.

I mainly use technology as a replacement or enhancement for activities that would have been done from curriculum or textbooks. Additionally, I use the data from programs such as Dreambox and Pearson as an additional guide to intervention and instruction.

We use iPads to research and extend our learning in art.

As a new teacher to Plano ISD, I am looking forward to using technology such as Google Classroom, Webdesk, and GoGaurdian for visual-audio connections to the existing curriculum.

We use it for apps, writing, and research.

Math–Big Brainz, Dream Box, Kahoot (pre/post assessment), Discovery Education, StudyJams, Brainpop, Google Classroom, ConnectEd (LA), Class Dojo and other internet websites

Technology allows the student to work independently and problem solve.

This content is neither created nor endorsed by Google. Report Abuse - Terms of Service - Additional Terms

